



A STRATEGIC PLAN FOR A NEW UW—MADISON HUMAN RESOURCES SYSTEM

**Accepted by the UW System Board of Regents
December 7, 2012**



WISCONSIN
UNIVERSITY OF WISCONSIN—MADISON



November 19, 2012

We are pleased to present the HR Design strategic plan for a new University of Wisconsin–Madison Human Resources System. In response to state statutory changes that require our university to create its own personnel system, we charged the Office of Human Resources (OHR) with developing a plan to do so. This document is a key milestone in the project. It presents the components of an overall roadmap for sustaining and enhancing the university's ability to attract, develop, retain and advance the talented people who make UW–Madison one of the world's preeminent institutions of higher education.

The HR Design project represents an unprecedented effort involving OHR, campus governance groups, labor organizations and other university stakeholders to redefine the university's approach to human resources. We recognize the project's strong commitment to participation and dialogue as central to creating an HR system tailored to our values, culture and organization.

We are also grateful for the extraordinary efforts of the work teams that were convened for this project. Eleven groups of employees—representing governance groups, labor organizations, administration, classified staff, HR practitioners and other stakeholders—came together in spring semester 2012 to analyze the full range of human resources practices on our campus and to make recommendations for improvement. Their commitment and hard work, supported by the project's Collaboration, Change Management, Communication and Data Analysis teams, formed the core of this plan. We thank them for their effort, positive spirit and courage in tackling complex and sometimes controversial topics. We also thank the thousands of people from all segments of our campus community who participated in the process and shared their perspectives.

The opportunities and initiatives presented in the plan are ambitious and will require changes to our policies, processes, technology and, in some cases, our culture. Many details remain to be clarified, but this document provides a trajectory for improvement. We look forward to ongoing engagement with campus on these important topics.

David Ward
Interim Chancellor

Paul DeLuca
Provost

Darrell Bazzell
Vice Chancellor for Finance and
Administration

CONTENTS

About This Document	1
Executive Summary	2
HR Design Project Background	6
HR Design Project Process	8
Current State HR Issues	16
Identifying Priorities	17
The Components of the HR Strategic Plan.....	18
Employment Categories.....	19
Compensation and Job Titles	24
Employee Benefits	34
Job Security.....	39
Recruitment, Selection and Employee Movement.....	43
Fostering and Managing Talent	47
Diversity, Inclusion and Employee Engagement.....	51
Developing OHR Capabilities	56
Implementing Change and Continuing Our Dialogue	59
Timeline for Implementation.....	59
Moving Forward—Together	61
Appendices	62

ABOUT THIS DOCUMENT

This document is the work of the HR Design project team, which consists of Bob Lavigna, Director, Office of Human Resources; Steve Lund, Director, Academic Personnel Office; and Mark Walters, Director, Classified Human Resources.

In this revised HR Design strategic plan, we have weighed the input of many campus stakeholders and made significant changes. This plan was submitted to UW–Madison leadership. Following consideration by UW-Madison governance groups, the plan will be submitted to the UW Board of Regents in December. Specific components of the plan will then be submitted for approval to the Joint Committee on Employment Relations in spring 2013.

This document frequently refers to recommendations made by the HR Design work teams. A summary of the recommendations is in Appendix H of this document.

EXECUTIVE SUMMARY

In June 2011, the passage of Wisconsin Act 32 (the 2011-13 state biennial budget) provided UW–Madison with an unprecedented opportunity to create its own “separate and distinct” personnel system. Currently, the university manages human resources under two primary sets of personnel policies and programs—the classified personnel system, for jobs that the university has in common with other state agencies; and the unclassified personnel system for jobs that are unique to the university. The classified system was created and is maintained by state government while the unclassified system was created and is maintained by the Board of Regents.

While the two systems have met many of our needs over the years, their separate development has created two distinct sets of HR practices on our campus. Having two systems adds complexity, creates confusion for employees, and contributes to a sense of hierarchy and inequality among employees. Because of limits to our control and authority, the university has had to rely on some HR processes that are outdated, ineffective and inefficient. By creating a new, integrated personnel system designed specifically to meet the needs of a world-class institution of higher education, we can begin to develop a more effective, consistent and coherent system that serves both the institution and our employees.

HR Design work teams involved more than 140 employees and students.

The HR Design project vision is a campuswide effort to build, through thoughtful design, a more efficient and effective UW–Madison human resources system to best serve the needs of the university, its employees and the citizens of Wisconsin. A key aspect of this vision is to develop a 21st-century workforce that is diverse and engaged, has the right talent and is adaptable. This vision aligns with two UW–Madison strategic priorities: “Recruit and retain the best faculty and staff, and reward merit” and “Enhance diversity in order to ensure excellence in education and research.” The HR Design vision also aligns with the Wisconsin Idea: that the university should be a resource for the state, the nation and the world.

The new UW–Madison personnel system must also enable our university to be more responsive to our changing needs and environment, including economic forces such as the erosion of state government financial support for the UW System. Universities are highly complex organizations that rely on an enormous range of diverse talent. Having authority over important HR activities, such as creating job titles, developing pay programs and designing recruitment processes, will position the university to attract, develop and retain the best talent and provide enhanced opportunities for our current employees.

By improving our hiring and compensation processes, building employee engagement, encouraging employee development and creating paths to advancement, we enhance individual potential, opportunity and achievement. By adopting and refining innovative practices, we become a model employer.

Finally, by improving our capability to be responsive and adaptable, we improve our ability to evolve to meet the changing needs of those we serve.

From the start, the project team interpreted “personnel system” to include all activities related to recruiting, developing, advancing, retaining and transitioning employees through their careers at the university. We also committed to involve the entire campus directly in developing the new HR system. To do this, we convened 11 employee work teams to address the personnel areas across the entire employee lifecycle, ranging from recruitment to employee transition. Each work team brought together representatives from governance, administration, labor organizations, other employee groups and the HR community. Assisted by teams focusing on communications, collaboration, change management and data analysis support, the work teams researched their topics, discussed alternatives and drafted recommendations. After soliciting feedback from across the campus—through surveys, campus forums, briefings and web chats—the work teams refined and finalized their recommendations.

The teams submitted more than 150 recommendations, supplemented by scores of pages of additional analysis, guidelines and supporting details. Throughout the summer, the project team synthesized these recommendations into this strategic plan document, which identifies several priority areas for change. In selecting these priorities, the project team considered multiple factors, including alignment and interdependencies of the recommendations; financial, legal and technical constraints; and campus input.

After the project team submitted this plan in September, we continued our conversations with governance and other stakeholder groups. As a result, this revised version of the plan incorporates significant changes. Central to the plan is the creation of a new employee category—university staff—for hourly employees currently in the classified service. In parallel, the current category of academic staff will be redefined to include all salaried staff. We believe these clearer definitions for academic and university staff will provide greater consistency and clarity in assigning job titles to those categories. As with faculty and academic staff, university staff members will have governance rights and thus be able to participate in the ongoing development of the personnel policies and processes that impact them.

Through the course of the project, recommended changes to compensation and benefits programs drew intense attention, both positive and negative, from across campus. The Compensation and Benefits work teams both recognized the need to address the full value of all forms of pay and benefits. As the teams emphasized, it is critical that UW–Madison develop and implement a “total compensation” (pay *and* benefits) approach that is fair, equitable, competitive with other employers and rewards performance. To this end, the compensation components of this plan include:

- Developing a compensation structure that balances internal equity and market competitiveness and also accommodates cost-of-living adjustments.
- Continuing the campuswide policy to provide a living wage to staff.
- Providing mechanisms to reward performance for all faculty and staff.
- Developing a proposal for a university-wide job title and total compensation analysis that will form the basis for a new, integrated set of compensation and benefits programs.
- Until this analysis is completed, putting in place a transitional structure that provides additional compensation flexibility.
- Providing opportunities for governance groups to provide advice and input on compensation.

In summer 2013, the university hopes to begin the job title and total compensation analysis. Through this project, we will create new job titles and levels; update and simplify our compensation program; and assess vacation, leave and other benefits programs. As with the HR Design project, governance groups, employees and HR professionals will be actively involved in the process and review of recommended changes. Although the study will ultimately result in changes to the university compensation structure, increases will not automatically occur when the structures are implemented. As is the case now, pay increases will be dependent on funding availability.

Other elements of the plan reflect a shift to a more proactive approach to managing and developing talent at our university. The implementation of a new online job application/applicant tracking system and recruitment processes and tools, for example, will help the university fill vacancies in a more efficient and effective way. New training and development programs, including programs for managers and supervisors, will build the university's capacity and skills. New performance management requirements and guidelines will encourage employees and managers to work together to identify goals, share feedback and identify opportunities for improvement, development and advancement. Moreover, we are hoping to integrate and align these activities in a way that promotes employee success throughout their careers.

Job security is a key area of concern for employees. While the change in statute requires the university provide just-cause and due process standards for current employees, it does not require that we do so for future employees in the same positions. Nonetheless, we are committed to providing just-cause and due process standards for all current *and* future university staff. Working with university staff governance, we will define the specific processes to appeal discipline and termination that are consistent with these standards. The plan does call for some changes to layoff and probation policies, such as continuing mandatory placement of laid-off employees but limiting the placement to vacancies in their divisions. We have heard and understand the impact of changes to layoff policies, but also feel that they are critically important for the university to be able to fill positions with the candidates best suited for them.

For those employees who are affected, the Office of Human Resources will provide referrals, placement services, and career counseling so that these employees can find new positions that provide the best fit between them and their new employers.

The components of the plan also have the potential to shape our workforce and affect our campus climate, and enhancing diversity and inclusion is a primary objective. By undertaking a more systematic planning process, we hope to establish clear, targeted goals for creating and maintaining a diverse and inclusive workforce as well as identify specific responsibilities for achieving those goals. The plan also calls for metrics in all areas of HR, as well as for diversity and equity. These metrics will provide an ongoing reference point to assess our progress.

These changes, and the many other initiatives detailed in the plan, support stewardship, fairness, respect and excellence. More importantly, they provide a foundation for the university to continually improve our policies and processes.

UW–Madison has an extraordinary opportunity to tailor its human resources system to the needs of our great university. This is an opportunity—and a challenge. Aided by the efforts of the work teams and the commitment of the campus community to engage in this initiative, we are in a position to succeed. Throughout, we have relied upon values that define UW–Madison: the fearless sifting and winnowing of ideas, shared governance and a willingness to lead.

We must stay true to these values and continue to work together to finish the job. The result will be a human resources system that will help UW–Madison achieve its vision of being a model public university in the 21st century.

We invite you to review the plan. We look forward to continued engagement with the campus community as we develop and implement these important changes, and we appreciate the partnership of the entire campus community as we work together to advance our workforce and community.

HR DESIGN PROJECT BACKGROUND

AUTHORITY AND FLEXIBILITY TO CREATE UW–MADISON PERSONNEL SYSTEM

Wisconsin Act 32 (2011), the 2011–2013 state biennial budget, created a landmark opportunity for UW–Madison by requiring the university to create a comprehensive personnel system specific to the needs of the university. The key provisions state:

(2) The board shall develop a personnel system that is separate and distinct from the personnel system under Ch. 230 for all system employees except system employees assigned to the University of Wisconsin-Madison.

(3) The chancellor shall develop a personnel system that is separate and distinct from the personnel system under Ch. 230 for all system employees assigned to the University of Wisconsin-Madison.

(See Appendix A for full text of Wis. Stat. § 36.115)

While UW–Madison already enjoys a degree of personnel/human resources autonomy from both the state and UW System, this statutory change created the opportunity to expand this autonomy, including extending university-specific HR processes to our classified employees. Classified staff processes are currently developed, regulated and managed by the Wisconsin Office of State Employment Relations (OSER). The legislation provides UW–Madison with the historic opportunity to create a more unified, effective, consistent and transparent system that better serves both employees and the university.

Notably, the statute did not specifically define the scope of a “personnel system.” Given this flexibility, the HR Design project took a broad approach and considered the full range of human resources activities across the employee lifecycle—from recruitment to retirement. We believe this approach will ensure that all of the components of the new HR system work together.

The statute also requires the new personnel system to be implemented on July 1, 2013. This date presents an ambitious target to identify and implement major changes that will potentially impact virtually all UW–Madison employees. As this plan illustrates, July 1, 2013 is an important milestone, but our work to shape and enhance the entire range of HR functions covered by this plan will continue well beyond that date.

CHANGING NEEDS OF HUMAN RESOURCES IN HIGHER EDUCATION

Managing human resources in higher education in today’s dynamic environment presents a set of unique challenges. Research universities are complex communities that rely on an enormous breadth of talent, often in a decentralized structure. UW–Madison, like many of its peers, has multiple employee categories and hundreds of job titles that have evolved over many

years. This complexity creates challenges for designing consistent and equitable processes that still reflect the different needs of the more than 30,000 employees (including more than 15,000 student employees) on our campus.

The new UW–Madison personnel system must also be flexible enough to address the constantly evolving needs of both our employees and our institution. The HR Design project considered how the university’s needs are changing—and will continue to change.

Universities—especially large public universities—are facing increasingly constrained financial resources. Being good stewards of our resources requires knowledge, skill and innovation. The university must be able to attract, develop and retain talented people who can help us meet these challenges. Stewardship also means improving our processes so that they are efficient and effective.

Today, we also operate in a global economy that has implications for higher education, and for higher education HR. At UW–Madison, our China Initiative (for example, the new Shanghai Innovation Office) may herald a new era in which our HR practices need to reflect our global reach.

Closer to home, the economic crisis that began in 2008 has dramatically altered the U.S. labor market. Although high unemployment has increased the number of candidates seeking jobs, many are finding that they need to develop new skills and abilities to be competitive. In many occupations, UW–Madison is competing for a more limited pool of top talent, often with other leading universities, local government agencies and, in some cases, the private sector. To compete for the best talent in this tumultuous labor market, we need to develop not only more sophisticated approaches to recruiting and hiring, but also more effective ways to engage, develop, retain and advance our current employees.

Demographic trends are also dramatically changing the workforce. The baby-boomer generation, 68 million strong, is beginning to leave the workforce in large numbers while, at the same time, new generations are entering the workforce, often with different expectations and attitudes about work. Greater cultural, ethnic and racial diversity also highlights the need to create welcoming and inclusive workplaces in which all employees can contribute and excel.

Finally, the way that we work is changing. Increasingly, work is cross-functional and interdisciplinary, involving collaboration among employees across work units. As a result, we must rely increasingly on people who can work effectively on diverse teams and solve complex problems. Our approach to HR must support this new way of collaborating and also recognize the diverse perspectives and values that our colleagues bring to these collaborations. Traditionally, compensation has been allocated through units and disciplines, which makes it difficult to adequately recognize this faculty and staff cross-disciplinary activity.

Technology also continues to transform our workplace by changing how we deliver education, how we do our day-to-day work and how we share information. Technology also enables new uses of data and analytical tools as well as new ways to communicate. These new challenges and capabilities require our employees, in all roles and levels, to constantly learn and develop new skills.

HR DESIGN AND PEOPLESOFT HRS

The flexibility to create a separate and distinct UW–Madison personnel system comes on the heels of implementation of a new HR information technology, which went live on April 18, 2011. This technology, the PeopleSoft-based Human Resource System (HRS), is managed by our campus for the entire UW System and has modules that support payroll, benefits, vacation/sick time management, benefits administration and other HR processes.

The HR “system” described in this plan is different from HRS. The system outlined in this plan consists of HR policies, processes and employee programs, not the specific technology used to manage them. We use the word “system” to emphasize that all of its parts are interconnected and must work together. Certainly, as we make the changes described in this plan, we will need to consider the impact on HRS and other technologies that support HR. Throughout the course of the project, we have had discussions with HRS experts to understand the potential impact of our recommendations.

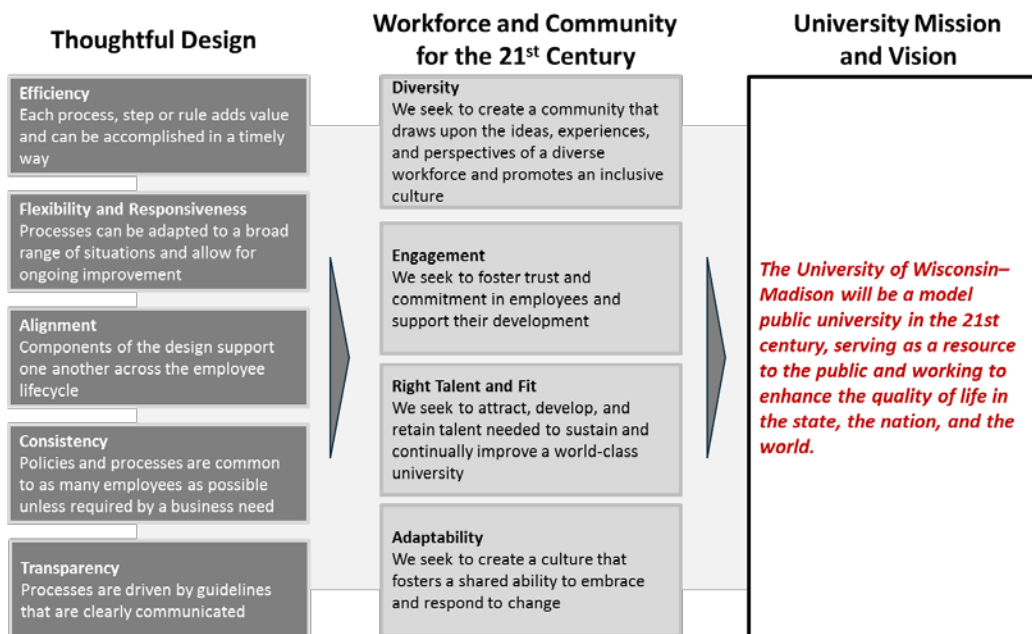
HR DESIGN PROJECT PROCESS

DEVELOPING THE PROJECT VISION

From the beginning, the HR Design project was shaped by perspectives from a broad range of governance and other stakeholders. Soon after the statutory change that enabled the HR Design project was signed into law, UW–Madison convened the Badger Working Group, a committee that included faculty, academic staff, labor, administration, non-represented classified employee and student representatives. This group developed a set of principles for the HR Design project (see Appendix B) that provided early direction for the project, and was subsequently adopted by the HR Design Advisory Committee.

As the project approach was formalized, the project team drew upon the Badger Working Group as well as the UW–Madison strategic plan (<http://www.chancellor.wisc.edu/strategicplan/>) to develop the HR Design project vision (see following illustration).

Vision Statement: The HR Design project is a campuswide effort to build, through thoughtful design, a more efficient and effective UW–Madison human resources system to best serve the needs of the university, its employees and the citizens of Wisconsin.



This vision provides a framework to discuss, evaluate and prioritize recommendations. The project vision has three main components. The first—“thoughtful design”—focuses on the characteristics of the policies and processes that will be the foundation for the new HR system. We intentionally chose the descriptor “thoughtful design” to describe the project because our approach focused on creating a system that serves a complex institution, a broad range of needs and goals and also reflects our financial, technological and legal environment. The components of the new HR system need to work together and be responsive to changing needs.

The second aspect of the vision—“workforce and community for the 21st century”—reflects how the new HR policies and processes should enhance our university workforce and community. The new system should foster an inclusive, engaging place to work. We want UW–Madison to be an employer of choice for the broad range of talent needed by the university. The changes should also enable the university to recruit and develop people who will enable the university to continue to be a world-class institution.

The third component—“university mission and values”—emphasizes that the HR Design project is not an end in itself, but should help the university achieve our research, teaching and public service missions. A strong workforce and

positive culture, supported by effective HR processes and policies, will enhance the university's ability to serve Wisconsin, the nation and the global community. The project vision also directly supports two critical UW–Madison strategic priorities: “Recruit and retain the best faculty and staff, and reward merit” and “Enhance diversity in order to ensure excellence in education and research.”

The university's mission statement describes our primary purpose as, “[providing] a learning environment in which faculty, staff and students can discover, examine critically, preserve and transmit the knowledge, wisdom and values that will help ensure the survival of this and future generations and improve the quality of life for all”

(<http://www.wisc.edu/about/leadership/mission.php>). We are committed to this core educational mission and understand that changes to our human resources practices must support this mission. The HR Design components therefore seek to strengthen our workforce and community's ability to serve and inspire a diverse range of students. We are committed to developing a new HR system that continues to support and reward excellence in education in all disciplines.

The project's vision also connects to the Wisconsin Idea: that the university should have a positive impact beyond the classroom—for the state, the nation and the world. While the Wisconsin Idea directly informs the university's teaching, research, outreach and public service activities, the Wisconsin Idea also influences how we support our employee community and manage our workforce. By improving our hiring and compensation processes, building employee engagement, encouraging employee development and creating paths to advancement, we enhance individual potential, opportunity and achievement. By adopting and refining innovative practices, we become a model employer. Finally, by improving our capability to be responsive and adaptable, we improve our ability to evolve to meet the changing needs of those we serve.

In addition to the vision, the project team also developed a set of project parameters to clarify the scope and set specific limitations of the project. These parameters were reviewed and endorsed by the project's advisory committee.

Project Parameters

- The employee category of “faculty” will remain and will continue to represent only the four titles currently assigned to it. There will not be any impact on faculty governance rights or tenure.
- The employee category of “academic staff” will remain, though the description of it and/or titles represented by it may change. There will not be any impact on academic staff governance rights.

- Employees holding positions in the classified service on June 30, 2013 who have achieved permanent status in class on that date shall retain just-cause and appeal rights, though the specific procedures may evolve.
- Employee categories that currently are subject to due process and just-cause requirements will retain them, though the specific procedures may evolve.
- Student employee categories are within the scope of the project.
- UW–Madison will continue to participate in WRS (Wisconsin Retirement System), state health insurance, Accumulated Sick Leave Credit Conversion (ASLCC) and Supplemental Health Insurance Conversion Credits (SHICC) programs (for conversion of sick leave to pay for health insurance), and income-continuation programs.
- The new HR system will facilitate achievement of workforce diversity at all levels. Diversity will be a primary factor when determining the viability of the HR Design project recommendations.
- Individual base pay for current employees will not be decreased as a result of the implementation of the new HR structure.
- The HR Design project is not a staffing adjustment or a reduction in force, and the project teams will not put forth recommendations for organizational changes or layoffs. However, the policies and processes governing layoffs will be considered.
- The new HR system will provide the flexibility to compensate employees based on the needs of the university and for reasons of market, performance, equity and cost-of-living. The structure will not provide increases in compensation, merely the tools to do so. Changes to budgeting or funding are outside the scope of the project, but will be addressed by other efforts at the university.

The HR Design project team provided the Badger Working Group principles, project vision and project parameters to the work teams early in the process. The teams used these documents to guide their deliberations and recommendations.

PROJECT STRUCTURE

The HR Design project is ambitious in scope and involves many complex, technical issues. To undertake this multifaceted project, we created a project structure that promoted widespread campus participation as well as coordination with UW System and technical and legal experts.

The executive sponsors of the project are the Chancellor (David Ward), Provost (Paul DeLuca) and Vice Chancellor for Finance and Administration (Darrell Bazzell). The project leader is the Director of the Office of Human Resources (Bob Lavigna). The project has been managed on a day-to-day basis by the Director of the Academic Personnel Office (Steve Lund), the Director of Classified Human Resources (Mark Walters) and Mike Fay, project coordinator.

Phase 1 Work Teams

December 2011 – May 2012

- Benefits
- Compensation
- Competencies
- Diverse Workforce
- Employee Categories
- Recruitment and Assessment
- Titles

Phase 2 Work Teams

February 2012 – June 2012

- Diverse Workforce*
- Employee Development
- Performance Management
- Transition and Succession
- Workplace Flexibility

*Continued its work through July 2012 to review the recommendations of the other work teams

To ensure that the plan incorporated the perspectives of the entire campus, we formed 11 work teams to analyze key components of the HR system. Each team was charged with analyzing the strengths and challenges of current practices in a specific HR area and then developing recommendations for the future. The teams were divided into two phases to ensure that the project team could support them and to allow time for campuswide engagement.

The work team members represented the entire campus community and were nominated by the University Committee, Academic Staff Executive Committee, Associated Students of Madison, Council for Non-Represented Classified Staff, Labor Management Advisory Committee and Office of Human Resources. Deans and directors also nominated work teams members. Each team included HR representatives to provide expertise on university HR practices. The final teams included approximately the same numbers of employee/student group representatives and HR professionals. Appendix C lists the work team members.

The goal in assembling the work teams was for each team to reflect: 1) the perspectives of all key stakeholder groups and 2) the breadth of different university occupations and roles. To ensure that this diversity of perspectives was heard, we assigned a facilitator to each team to encourage discussion and participation. Each team also had a leader who provided structure to the discussions and helped the teams make steady progress.

The work teams were assisted by three support teams: Collaboration, Change Management and Communication. These support teams enabled each work team to hold conversations with the broader campus, understand campus perspectives and report to the community on their progress and recommendations. Appendix D is a list of the support team members.

We also formed an active Advisory Committee that brought together a diverse group of representatives from governance, labor, administration and the HR community. The Advisory Committee, chaired by Gary Sandefur, dean of the College of Letters and Science, provided input on the project structure and process, as well as feedback on the work team recommendations. The committee also served as another link between the project and key stakeholder groups. Appendix E is a list of the Advisory Committee members.

Consistent with the project parameters, the HR Design Strategic Plan does not propose any changes to the authority of governance groups. Engagement of faculty, academic staff and student governance has been—and will continue to be (along with the newly-created university staff governance)—an essential aspect of the ongoing development of the new HR system.

ALIGNMENT WITH THE BALANCE OF THE UW SYSTEM

The statutory changes require both UW System and UW–Madison to create separate personnel systems. This separation recognizes the unique needs of

UW–Madison as UW System’s flagship research institution. At the same time, UW–Madison remains an integral part of the UW System and is connected through policy and processes, as well as the shared technology used to manage payroll and benefits (HRS).

The HR Design project was linked to the UW System University Personnel System (UPS) project at two levels. Darrell Bazzell, the UW–Madison vice chancellor for finance and administration, serves as co-chair of the UW System UPS Task Force. The HR Design project managers, Steve Lund and Mark Walters, represent UW–Madison on a System-wide steering group for the new systems and regularly meet with the UPS project leaders.

As recommendations began to emerge from the HR Design project work teams, the UW–Madison project team worked with UW System Administration to identify areas of alignment. In some cases, alignment means that the two personnel systems must have exactly the same policy or program. In other cases, alignment means that the two new systems may draw upon the same tools or mechanisms, but use them in different ways. For example, UW–Madison might use the same types of pay adjustments as UW System, but distribute pay with different criteria from other campuses. In still other areas, alignment represents separate, but coordinated, efforts.

Three major areas emerged where the two systems must have the same policies or programs:

- Definition and implementation of employee categories
- Benefits programs, including leave accruals and calendars
- Just-cause protections for employees using the standards in place today

Aligning these areas was driven by the need to maintain some consistency across the UW System campuses and also facilitate employee movement among campuses. The technical complexity of implementing and managing different sets of employee categories and benefits programs would also be highly complex and cost-prohibitive.

UW–Madison and UW System will continue to work together to develop parallel personnel systems that are in harmony while also reflecting the unique needs of UW–Madison and the other UW System institutions.

The UPS project information is provided on the UW System website:
<http://www.wisconsin.edu/personnelsystems/>

PROJECT TIMELINE

The HR Design project progressed through several phases. In fall 2011, the project team developed a project plan and created the organizational structure for the project, including the 11 work teams described above. The project team assigned the nominated employees to specific work teams and drafted scope

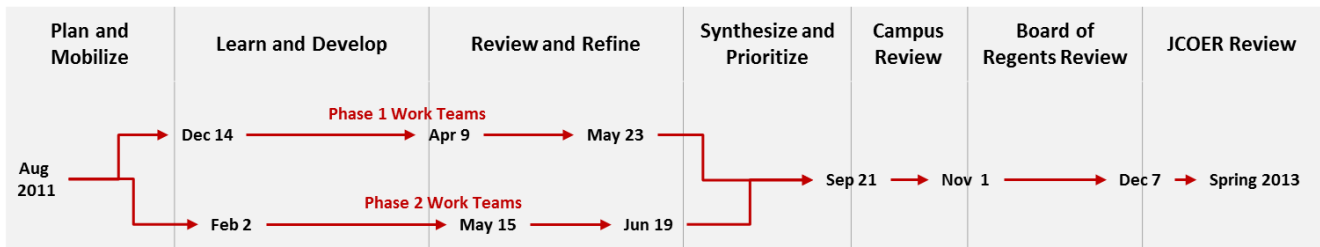
statements and guiding questions for each team. The first set of teams began its work in December 2011 and the second set of began early in February 2012.

In their first meetings, the work teams clarified and adjusted their scope statements. The teams then collected both internal and external data and conducted research to inform their discussions. The teams spent time understanding the complexity of current policies and processes, particularly how the parts of the HR system impact one another. Each team then developed a set of draft recommendations.

In the next phase of the project, the work teams tested their draft recommendations with the campus community. The Collaboration team developed and coordinated a series of engagement events and web chats to solicit input on the recommendations. The project team also solicited input through the HR Design website, surveys and web chats. All information collected via these engagement activities was shared with the work teams to help them adjust and refine their recommendations. In some cases, the teams made substantial changes to their recommendations before submitting them in final form.

During summer 2012, the project team synthesized the work team recommendations, with continuing input from governance groups, campus stakeholders, technical experts and UW System project team. As a result of these discussions, some recommendations were refined and modified.

The overall timeline of the project, through July 1, 2013, is depicted below.



As we move forward, we will continue to review this plan with governance and university leadership and will brief the Board of Regents in November and anticipate approval at the Board meeting in December. In spring 2013, UW–Madison will provide specific components of the plan to the legislature’s Joint Committee on Employment Relations (JCOER). At both the board and JCOER meetings, we will present our plans along with UW System.

Governance bodies and other campus stakeholders will continue to be active participants in implementing the new HR system.

CAMPUS ENGAGEMENT

From the start, one of the project’s fundamental tenets was to actively solicit and incorporate the views, experiences and insights of employees from the entire campus. Our goal was to encourage employees from across the

university to engage in an open and honest dialogue—not just within their employee groups and categories, but also across them.

To put this idea into practice, the Collaboration team planned, coordinated and facilitated a series of events to present and discuss recommendations with the campus community. These events, web chats and surveys generated more than 10,000 contacts with members of our community. Sessions were conducted in Spanish, Hmong and Tibetan, and six events were held at midnight so that employees on the second and third shifts could attend.

Appendix F is a summary of our campus engagement efforts.

As the plan moves forward, we will continue to collaborate with governance and other stakeholder groups. Governance groups will continue to participate actively in the decision-making and policy development of the new system. Through the HR Design website (www.hrdesign.wisc.edu), we will provide updates on the status of the project and publicize future opportunities to participate.

CURRENT STATE HR ISSUES

As the work teams developed recommendations and engaged with the campus community, they developed an understanding of the most pressing challenges in our current personnel/HR system:

- Economic forces, including the erosion of state support for UW–Madison, require us to develop more flexible and adaptable systems to ensure we attract, engage, develop and retain the best talent.
- The separate development of two UW–Madison personnel systems—one for classified employees and one for unclassified employees—has led to divergent policies and processes. This has created complexity, confusion and, in some cases, inequity.
- Another impact of the two separate systems is the perception of hierarchy or class distinction among faculty, academic staff and classified staff. This has contributed to morale and engagement problems.
- Legislation enacted in 2011 (Act 10):
 - Increased employee contributions for health insurance and retirement, thereby reducing the value of the overall employee benefits package and effectively reducing pay by at least six percent;
 - Drastically limited the rights of employee to collectively bargain, thus changing longstanding processes for unionized employee input.
- The state government classified personnel system, designed for state agencies, does not meet the needs of a world-class research and teaching institution. Problems include recruitment processes and tools that do not support timely and effective recruiting/hiring.
- Outdated pay structures and the absence of pay plans have limited compensation flexibility and prevented pay increases. As a result, compensation for many employees has not kept pace with comparable positions in the labor market or with inflation.
- Statutory limitations prevent the university from rewarding performance of faculty and academic staff outside of state government pay plans.
- Rapidly changing demographics, including a national workforce that is becoming more diverse, require us to redouble our efforts to improve employee diversity at all levels.
- Many staff do not have a clear understanding of their job expectations, do not receive regular performance feedback and do not clearly see the connection between their work and the university’s mission.
- Resources and policies for employee development differ between units, which limits and creates inequity in development opportunities.
- Current job title/level structures for some jobs are out of date, limit advancement and are not used consistently across campus.

- HR policy and program information is in multiple locations and can be difficult for employees to access, understand and navigate.
- Differences in operational needs and culture among divisions create inconsistencies between work schedules and workplace flexibilities, which some employees perceive as inequitable.

Unfortunately, there is no simple solution to address these challenges, which are driven by a complex set of external and internal forces. Instead, dealing with these issues requires an integrated set of new HR systems, policies and process that, working together, will enable UW–Madison to achieve the HR Design vision. This plan is designed to do that.

IDENTIFYING PRIORITIES

Taken together, the plan represents a more contemporary approach to human resources that focuses on attracting, managing and developing talent across the employee lifecycle. Shifting to this new approach will require dramatic changes to our already-complex HR system and, just as important, to our culture. The scope and impact of these changes requires that they be phased in over several years.

In creating this HR strategic plan, the project team has carefully considered how to evaluate and prioritize all of the work teams’ 155 recommendations. Our major considerations included:

- Changes we are required by law to implement on July 1, 2013, including ensuring that HR and payroll processes continue without interruption beginning on that date (Appendix G provides an overview of these statutory changes).
- Changes that address the most pressing issues facing UW–Madison employees and managers.
- Changes that provide the foundation for longer-term and ongoing improvement.

The following plan outlines our strategy to carefully phase in HR changes over the next three years. In each of the major HR areas, such as compensation, we will develop more detailed project plans as we move forward. These plans will include milestones and identify responsibility for management and oversight of the initiatives and evaluation of their outcomes.

THE COMPONENTS OF THE HR STRATEGIC PLAN

In the following sections, we provide an overview of the specific components of the plan, grouped by HR topic area. In each area, we provide a short overview of current issues and then explain the plan's specific changes or initiatives to address each issue. While some of the changes are straightforward, others will be more complicated and require further campus discussions and extensive planning.

The components of the plan incorporate many of the key recommendations from across the 11 work teams. The entire list of work team recommendations, and how they relate to this plan, is in Appendix H. Through the course of their work, the teams developed many details—recommendations based on leading practices, lists of helpful tools and guidelines. In many cases, the teams' reports include references listing their external research and the comparisons they made with other universities. More detail on the teams' recommendations and rationale is in the recommendation documents available on the HR Design website.

EMPLOYMENT CATEGORIES

Strategic Plan Components

1. Starting July 1, 2013, define academic staff as including salaried positions (exempt from the Fair Labor Standards Act) and create a new employee category called university staff for hourly positions (non-exempt from the Act).
2. Provide degree waivers for exempt staff members who choose to convert to academic staff and evaluate each academic staff vacancy to determine if a degree is required.
3. Provide governance for university staff.

CONTEXT AND CURRENT ISSUES

Universities categorize jobs for many different purposes—to manage different roles, tailor compensation/benefits structures, distinguish different types of job protections and establish different governance and decision-making rights. These different types of categories often overlap, but rarely do so precisely. UW–Madison currently has seven major employment categories: faculty, academic staff, classified staff, limited appointees, student assistants, student hourly employees and employees-in-training (see Appendix I for current definitions).

UW System and UW–Madison currently have nearly complete autonomy to administer these employment categories, except for the classified staff category (which is administered by the Wisconsin Office of State Employment Relations). In the new HR system, we will have the same autonomy and authority for classified positions as we do for the other categories. At a minimum, the law requires the university to take responsibility for classified positions, including creating HR policies and procedures for our current classified employees. It is important to emphasize, however, that after July 1, 2013, **all** university employees will remain state of Wisconsin employees.

All university employees will remain state of Wisconsin employees.

The Employee Categories work team explored ways to make UW–Madison employee categories more consistent and cohesive, and specifically focused on how to reduce the perception that there are unnecessary distinctions between classified and academic staff.

Classified staff includes jobs that are common to other state agencies. For example, the title “Financial Specialist” is used by the university, but it is also used at the Department of Natural Resources. The statutory definition of academic staff is “professional and administrative staff with duties, and subject to types of appointments that are primarily associated with higher education institutions or their Administration” (Wis. Stat. § 36.05). While this definition recognizes that the UW institutions rely on a different mix of jobs than other

Example:**Similar jobs in different employee categories**

Some jobs overlap both the classified and unclassified systems. For example, two IT jobs, both involving software application development, can be placed in “Information Processing Consultant” (academic staff) or “Information Systems System Development Services Professional” (classified staff) titles. In the current HR system, the difference in title would mean a difference in vacation time, sick leave and governance representation.

agencies, the definition is ambiguous. In particular, “associated with higher education,” is subject to interpretation.

As a result of the ambiguity of this definition, some university jobs overlap the classified and academic staff categories. That is, employees who perform essentially the same type of work are sometimes in different employment categories and, therefore, are subject to different personnel policies, compensation structures and access to university governance.

The campus engagement discussions also revealed a significant negative perception that a hierarchy or class system exists, particularly between academic and classified staff, and that there is more compensation flexibility with academic staff. Because of these perceived differences, some managers attempt to “game” the system by placing positions in the academic staff category instead of the classified category. The Employee Categories team consistently received feedback from across the campus that the perceived differences between employee categories are deep, longstanding and significant.

STRATEGIC PLAN COMPONENTS

1. STARTING JULY 1, 2013, DEFINE ACADEMIC STAFF AS INCLUDING SALARIED POSITIONS (EXEMPT FROM THE FAIR LABOR STANDARDS ACT) AND CREATE A NEW EMPLOYEE CATEGORY CALLED UNIVERSITY STAFF FOR HOURLY POSITIONS (NON-EXEMPT FROM THE ACT).

The employment category of academic staff is defined in state statute, and the HR Design project’s parameters pledged that this category would continue to exist. The Employee Categories work team initially recommended combining all academic and classified staff into the academic staff category as a way to eliminate artificial distinctions and divisions between employees. Because this initial concept met significant resistance from governance and labor stakeholders, the team considered alternative approaches.

In the end, the work team recommended defining employee categories according to standards established by the federal Fair Labor Standards Act (FLSA). The FLSA is a federal statute that establishes pay, record-keeping and other labor standards for full-time and part-time workers in the private sector and in federal, state and local governments. Based on criteria established by the U.S. Department of Labor, jobs fall into one of two categories—“exempt” jobs that are not subject to the statute and “non-exempt” jobs that are subject to the act. In general, exempt jobs are executive, administrative or professional positions that are paid on a salary basis. For additional information on the FLSA, see the Department of Labor website (<http://www.dol.gov/whd/regs/compliance/hrg.htm>).

In the new UW–Madison structure, academic staff would be defined as (and include) all exempt staff positions, while a new category called “university staff” would be created, defined as including all non-exempt staff positions.

As a federal law, the FLSA must be applied to all jobs at the university. Because the FLSA is an external standard, using it as a criterion for UW–Madison employee categories removes the existing subjectivity in assigning positions either to the classified or unclassified employment categories.

Currently, all academic staff positions are categorized as FLSA-exempt. There are, however, approximately 1,400 classified positions that are also FLSA-exempt. Moving these positions to academic staff would create more consistency and would also provide these employees with access to statutorily defined academic staff governance.

This movement would, however, also prevent the employees in these positions from bargaining collectively because current law does not grant collective bargaining rights to academic staff. This indirect effect raised serious concerns from some campus stakeholders. Employees also raised concerns that, because of the difference in benefits between the categories, being placed in a different category would automatically impact vacation and sick-leave accruals.

No employee will be required to change employee category.

To mitigate these impacts, we recommend that current classified staff members whose positions are exempt from the FLSA be given a choice between converting their positions to academic staff and remaining in the classified (renamed university) staff. This choice would also be provided to employees who are re-classified from job titles that are FLSA non-exempt to titles that are exempt. As positions that remain in the classified staff by this choice become vacant, they will be moved to the academic staff.

Employees choosing to become academic staff would be subject to all policies and provisions for academic staff, including academic staff governance, vacation/sick accrual schedules, pay policies and a monthly payroll schedule. Employees in exempt classified positions who choose to become university staff would keep their current classified vacation and sick-leave accruals and continue to be paid biweekly. The university will provide detailed information for exempt classified employees so that they can make an informed decision about whether to move to the academic staff. The choice to convert to academic staff will be available starting on July 1, 2013. However, once an employee chooses to convert, that choice cannot be reversed.

In making the recommendation to move exempt positions to the academic staff, but allow current incumbents to choose, the project team has tried to balance the rights of employees to make important choices about their employment while also enabling the university to implement more consistent and clearer category definitions. We recognize that allowing employee choice will mean that some positions with substantially similar duties will initially remain in different employee categories. Over time, as the university

transitions to the new system, this overlap will diminish and ultimately disappear. In addition, as other elements of the new personnel system are developed over time, and more consistent policies and programs are implemented (e.g., more consistent vacation policies and an integrated salary structure), the differences between categories will gradually become less significant.

2. PROVIDE DEGREE WAIVERS FOR EXEMPT STAFF MEMBERS WHO CHOOSE TO CONVERT TO ACADEMIC STAFF AND EVALUATE EACH ACADEMIC STAFF VACANCY TO DETERMINE IF A DEGREE IS REQUIRED

UW System Unclassified Personnel Guideline #7 establishes the requirement that unclassified staff have a bachelor's or advanced degree. While many exempt classified staff members do have post-secondary degrees, some do not. UW–Madison already has the authority to waive this degree requirement, and does this on a case-by-case basis. After July 1, 2013, the university will provide waivers for any exempt staff members who choose to convert to academic staff. As positions become vacant, the university will evaluate the position's requirements to determine if a degree is a required qualification. If not, the degree requirement will be waived.

3. PROVIDE GOVERNANCE FOR UNIVERSITY STAFF

Shared governance has a rich tradition at UW-Madison, and governance groups will continue to be active participants in decision-making and policy development. The HR Design plan recognizes the critically important participation of shared governance.

The project team is committed to the principle that all UW-Madison staff members should have a voice in the policies and procedures that directly affect their work lives. The ability to participate in this dialogue and help find solutions that meet both staff and university needs, should not be limited based on employee category. Currently, faculty and academic staff have governance rights that are in state statutes. UW–Madison has also created the Council for Non-Represented Classified Staff (CNCS) as a governance group, even though it does not have statutorily defined governance.

In keeping with the work team's recommendations, the project team believes that UW–Madison should provide formal governance rights to university staff. The work team recommended, as its first choice, that the university pursue governance through statutory change. As its second choice, the team recommended that governance be granted by Board of Regents and UW–Madison policy. We endorse this policy solution—establishing governance through both Board of Regents and UW–Madison policy. We believe this approach would provide greater certainty that governance would be effective July 1, 2013. We do recommend that in the future, UW–Madison revisit this decision and assess whether incorporating governance into statute would better serve employees and the university.

Governance is different from union representation because the governance relationship with the university does not result in a labor contract or agreement. Instead, governance provides a formal mechanism for employees to participate in developing university policy, including personnel policy. Through governance, university staff will be able to make recommendations, consider proposals and raise concerns to campus leadership. Establishing this formal governance structure will contribute to the development of the new HR system because it will enable university staff to participate formally in the design and implementation of the longer-term HR plan components. University staff governance, along with faculty, academic staff and student governance, will guide the job title and total compensation analysis and on any future proposed changes to benefits.

The policy that establishes governance for university staff should use language that parallels the current language for academic staff in Wis. Stat. § 36.09(4m) of Wisconsin statutes, for example:

The university staff members of each institution, subject to the responsibilities and powers of the board, the president and the chancellor and faculty of the institution:

- Shall be active participants in the immediate governance of and policy development for the institution.
- Shall have the primary responsibility for the formulation and review, and shall be represented in the development of, all policies and procedures concerning university staff members, including university staff personnel matters.
- Shall have the right to organize themselves in a manner they determine and to select their representatives to participate in institutional governance.

OHR will provide support to the university staff as they develop their governance organizational structure and by-laws. The university provided similar support and consultation when the academic staff governance structure was created in 1985. The goal will be to have a working governance body established and representatives identified by July 1, 2013.

COMPENSATION AND JOB TITLES

Strategic Plan Components

1. Develop a compensation structure that balances internal equity and market competitiveness, and also accommodates cost-of-living adjustments.
2. Continue campuswide policy to provide a living wage to staff.
3. Provide mechanisms to reward performance for all faculty and staff.
4. Create a transitional structure for university staff compensation.
5. Develop the scope and a proposal for a university-wide title and total compensation analysis.
6. Provide for the engagement of governance groups in developing new compensation approaches.

CONTEXT AND CURRENT ISSUES

As a direct result of the separate development of the classified and unclassified personnel systems, UW–Madison currently has two primary sets of compensation structures and policies.

Example: Limits on current compensation tools

The university now has the ability to provide some salary adjustment for classified employees using Discretionary Merit Compensation (DMC) adjustments. The use of DMCs is limited by OSER rules and approvals. For example, this mechanism does not allow the university to give base adjustments to hourly workers. In addition, OSER suspended the use of DMCs from 2008 to 2012.

The unclassified salary structure was first developed as part of a 1986 job title and total compensation analysis done by the consulting firm Hayes-Hill, Inc. While the study did include some market analysis, the salary minimums and ranges developed by the study, and updates resulting from state pay plans, were not based on market analysis. Where these salary ranges limit the university's ability to compete for talent, UW–Madison has the authority to create "extraordinary salary ranges." This creates some flexibility for both titles and specific positions, but it does not allow the university to modify our compensation structure in a systematic way.

The other main salary structure—for classified employees—is maintained by OSER and applies to all classified employees across state agencies. The classified salary structure also uses salary grades and ranges. Some jobs have more structured "grids," which allow salary increases at specific milestones based on years of satisfactory service. Other jobs, such as in IT, have "broadband" pay structures that allow greater flexibility to set initial compensation and provide compensation adjustments. Because the classified compensation structure is not currently under the control of UW–Madison, the university has not been able to update and tailor it to our higher-education environment. Some of the limitations on salary adjustment also prompt employees to switch jobs within the university because it is a way for them to get a pay raise.

One key difference between the classified and unclassified pay systems is performance-based pay increases. Currently, we can provide classified staff with increases based on performance (although the current state

compensation plan only allows lump-sum payments for many of these staff). However, state law prohibits UW–Madison from giving unclassified employees performance-based pay raises unless they are part of an annual pay plan—and there has not been a pay plan in four years.

A “compensation structure” provides the parameters for pay. A compensation structure is built around two sets of factors:

Factors that determine compensation for individual job titles. These factors define how much the university will pay for different types of work. Typically, these factors shape the pay grades and ranges/minimums assigned to particular job titles/levels. The labor market, internal equity and cost of living (inflation) are factors that influence compensation for individual jobs.

Factors that determine compensation for individual employees. These factors determine how an individual employee’s pay is initially set and adjusted. The factors for setting initial salary generally include internal equity, qualifications, funding and market (i.e., how much does it cost to convince a candidate to accept the job). The factors for adjusting salary include performance, available salary resources, expanded duties/responsibilities, salaries of others in the unit and experience.

These two sets of factors are used in tandem to determine the pay for each employee. For example, all accountants may be assigned to a particular salary range while an individual accountant with many years of experience and sustained high performance may be at a high salary level in that range.

We reviewed the compensation approaches of 17 universities, including all of the Committee on Institutional Cooperation (CIC) institutions. Most institutions balance internal equity and market, either explicitly, as part of a compensation philosophy, or as part of the compensation function’s roles and responsibilities. The emphasis on market versus internal equity sometimes varies for different job types. All universities reviewed have mechanisms to reward merit or performance, though these may also vary for employees covered under collective bargaining or state civil service rules. As is the case with UW–Madison, pay increases at many universities have been deferred due to financial constraints.

STRATEGIC PLAN COMPONENTS

1. DEVELOP A COMPENSATION STRUCTURE THAT BALANCES INTERNAL EQUITY AND MARKET COMPETITIVENESS, AND ALSO ACCOMMODATES COST-OF-LIVING ADJUSTMENTS

The Compensation work team recognized the importance of balancing internal equity with market factors when setting compensation for specific jobs. The team also recognized that the balance of these factors might vary for different types of jobs. For example, for positions that require unique or advanced skills, the university must be very responsive to external labor markets in order to

recruit and retain talent. For other jobs—in particular those that currently have more rigid salary structures—the university should consider market but weigh more heavily other factors such as fairness and cost-of-living.

The UW-Madison approach to compensation strongly values internal equity as a principle that can foster a positive campus climate. Internal equity is therefore an important factor that must be incorporated into the underlying structure of compensation (i.e., salary ranges and minimums) as well as the mechanisms for setting and adjusting compensation.

Definition: Labor Market

The designated group or category of employers with which the university competes for talent. Markets may differ by job type, level and function.

For jobs with a local market, the market will primarily be public-sector employers.

Incorporating external market data into the new compensation structures does not mean that the university would automatically or always match the market average. Instead, it means that external markets are used as a reference point to create the salary structure for a particular job title. Choosing the organizations that will comprise the market is based on the employers we compete with to hire and retain employees. For example, when hiring or retaining faculty, we compete with other universities nationally and even internationally. To determine the market, we must use a subset of universities that represent our main competitors. There are other jobs in addition to faculty where we compete nationally, and there are jobs where we compete regionally or locally. In other words, no single labor market applies to all jobs.

For example, for clerical/technical and blue collar positions, the university recruits locally (e.g., Dane County), so the market analysis would focus primarily on local employers. For these same jobs, the university would also compare itself primarily to other government employers that have similar employment needs and service expectations. The definition of the appropriate market should be explicit and used consistently. We expect to work with governance groups—in this example, university staff governance—to develop these definitions.

Once defined, markets should inform decisions on the ranges and midpoints of salary and wages for specific jobs. Incorporating market data will provide an ongoing reference point for understanding how the university compares to other universities as well as to regional and local competitors, especially public sector organizations. This information must, however, be considered along with internal equity. Depending on the type of job, and other factors such as available resources and the value of the total pay and benefits package, the university may pay above or below the market average.

The development of salary structures should also consider internal equity—the amount of variation in pay among employees with the same title or in jobs requiring comparable skills and responsibilities. By setting salary ranges, where appropriate, as well as guidelines, the university will be able to preserve internal equity. Since the university will have the authority to make pay adjustments and changes to the pay structures, we will also be able to address any equity issues. The university recognizes that faculty, academic staff and

classified staff members contribute to the university, the nation and the world through their teaching, research, public service and support of the university's mission. All of these components are essential to the health of the university and must be valued across disciplines. This is particularly critical given the increasing importance of interdisciplinary work. We recognize that we cannot have a system that uses only unit and discipline-specific metrics to compensate those engaged in interdisciplinary work. We will engage with governance groups and other stakeholders to create a compensation system that takes these new forms of work into consideration.

As we develop the university approach to faculty compensation, we will encourage a dialogue about how to encourage and reward the full range of faculty contributions. Faculty governance will be critical in developing compensation policies and adjustment mechanisms that promote internal equity as well as labor market competitiveness.

To set an individual employee's starting pay or pay upon advancement, the employer must consider factors such as the position's duties as well as the individual employee's proficiency, experience and qualifications. Weighing all of these factors while also considering a unit's financial resources and the salaries of existing employees in the unit is a complex task. In the new UW–Madison compensation system, hiring managers will have flexibility to set and adjust salaries based on the pay structure and guidelines provided by OHR as well as their college or division.

We also recognize that managing compensation programs and making compensation decisions is a complex activity that requires balancing the need to attract and retain talent, maintain internal equity, and create the right incentives for collaboration and productivity. OHR will provide guidance, data, resources and training to support deans, directors, chairs, and other administrators to provide supervisors the skills and knowledge they need to make objective and effective compensation decisions. The campus will continue to be engaged in discussions on creating accountability and incentives for faculty, academic staff and university staff to learn to perform effectively as managers and supervisors.

Throughout our campus engagement, many constituents raised specific concerns about “cost-of-living” adjustments. For many of our employees, their pay has not kept pace with inflation. The new compensation structure will allow the university to provide across-the-board increases of standard amounts or percentages. The ability of the university to make these adjustments, however, will still depend on the availability of funds. Equally important, because the university will have authority over its total salary structure, the pay minimums and ranges will be reviewed and updated regularly to reflect key factors, including cost-of-living.

Some stakeholders also raised concerns that a market- and performance-based compensation system will value research at the expense of teaching. This is not necessarily true. The compensation structure itself, along with the tools for making adjustments, will not make value judgments. Instead, how the university applies these tools will reflect what the university values. For example, performance adjustments provided to faculty will be based on criteria established by the college and/or the academic department. The compensation structure does not specify what is to be rewarded. Instead, the structure provides a framework to make these compensation decisions.

We will continue to study and work with governance groups and other stakeholders to determine the consequences of applying the living wage, based on City of Madison policies, to contractor employees whose work is conducted for the benefit of UW-Madison, on university premises.

Implementing a living-wage policy

The current custodian starting salary is \$11.28 per hour—below the 2012 City of Madison Living Wage of \$11.82. Because UW-Madison does not have the authority to adjust the starting salary for this job, we are not able to pay the living-wage minimum. In our new system, we will adjust these salaries to meet the living wage.

2. CONTINUE CAMPUSWIDE POLICY TO PROVIDE A LIVING WAGE TO STAFF

The university will continue to support the city of Madison living-wage provisions for all non-student full-time, part-time and temporary jobs. This standard requires a minimum wage higher than the federal minimum wage (<http://www.cityofmadison.com/finance/wage/factsheet.cfm>). For 2012, the Madison rate is \$11.82 per hour. Effective January 2013, this living wage will increase to \$12.19 per hour. For many jobs, the university already pays the living-wage rate, though there are cases in which the current OSER classified minimum is below the living wage.

The proposed policy on living wage does not cover student hourly workers, and student governance has raised concerns about this. Student employees have a different type of employment relationship with the university. Students attend the university primarily to pursue an education, not to work. This difference is recognized by the Internal Revenue Service: student employees generally do not pay Social Security taxes, which results in greater take-home pay. Students also often have greater flexibility in their work schedules to accommodate their academic commitments. However, we do propose that student employees be included in the scope of the job title and total compensation analysis (described below) to ensure that we understand what the market is for student employees.

3. PROVIDE MECHANISMS TO REWARD PERFORMANCE FOR ALL FACULTY AND STAFF

One of the goals of the UW–Madison strategic framework is to “recruit and retain the best faculty and staff, and reward merit.” The campus discussion of linking pay to performance, however, generated a wide range of viewpoints. Some employees argued that it is very important to reward performance through pay and that pay increases should take performance into account. Others countered that pay based on performance is inherently subjective and unfair, and that relying too much on performance-based increases could prevent satisfactory performers from ever receiving increases.

We believe that employees in all levels and roles can distinguish themselves through their performance, the results they achieve, the commitment they bring to their work and the workplace environment they help to create. Accordingly, the new HR system should allow units to reward performance for all employee types. As the work team pointed out, however, employees in different jobs have different opportunities to demonstrate superior performance. For employees in highly structured roles, for example, performance should be relatively less influential in compensation adjustments than for employees in roles that require greater decision-making and judgment.

To provide the flexibility to reward performance for all university employees, Wisconsin statutes must be amended. Under Wis. Stat. § 36.09 (1) (J) of state statutes, unclassified staff (faculty and academic staff) cannot receive performance-based pay adjustments outside state pay plans. UW–Madison will work with UW System to change the statute to allow performance-based adjustments for all faculty and staff.

However, there is another critically important caveat to this discussion of linking pay to performance. That is, connecting pay to performance must ideally be based on documented performance that is evaluated in a fair, consistent and transparent way across peer employees within a unit. Therefore, this plan proposes a parallel improvement to university performance management processes (see page 46).

Given the limited resources to finance pay adjustments, these resources must be focused on the most critical compensation issues. In some cases, this will mean updating pay for certain job/employee categories while, in other cases, we will need to reward employees who contribute to the university above and beyond expectations. The new university compensation system will allow us to make both types of adjustments, but will not require either of them. Compensation priorities will be developed by senior leadership in coordination with deans and directors, and with the direct involvement of governance groups.

4. CREATE A TRANSITIONAL STRUCTURE FOR UNIVERSITY STAFF COMPENSATION

On July 1, 2013, the university will not have a completely new compensation structure in place. Creating a new structure that reflects the complex range of jobs at the university will take time. However, since the university will no longer be covered by the state compensation plan, we need to define our own pay structures, rules and procedures. For unclassified staff, we will continue to have the compensation options we have now plus, with a statutory change, the ability to recognize performance.

Example: Lack of flexibility in the current job title and pay system

Currently, a maintenance mechanic with 15 years of experience would have to start at the beginning of the pay range. That is because we are not able to pay market wages for candidates with experience outside the university. UW-Madison HR representatives also told us that they have difficulty matching outside job offers for employees who can earn more by leaving the university (e.g., in technical fields such as microbiology).

For university staff, the transitional approach will include:

- Adapting current classified salary ranges for university staff with added flexibility to address market and retention issues.
- Implementing mechanisms to provide base-building and one-time salary increases, including broad adjustments for inflation and market, and employee-specific adjustments for performance.
- Eliminating overtime for exempt positions, with provision for exceptions (e.g., supervisory public safety employees). In place of overtime, the university will provide alternative special pay mechanisms to recognize extraordinary effort, project accomplishment and/or other significant contributions.

Specific changes and flexibilities will be discussed with stakeholders before they are implemented. We will provide a more detailed draft of the transitional compensation structure by spring 2013.

The last change listed above will be an important conceptual shift for campus. We recommend eliminating overtime for all exempt employees, regardless of employee category (with provision for exceptions). This reflects our belief that salaried employees should be compensated based on a “total job concept.” That is, exempt employees have a set of responsibilities and objectives they are expected to achieve, and their work effort should be primarily measured against these results, not the number of hours they work to accomplish them. However, we also recognize there are times when exempt employees must put in effort well beyond the usual expectations of their positions. Therefore, we propose other ways to compensate employees for these efforts that are not linked to a specific number of hours worked. In some cases, we may also need to evaluate whether overtime has been used as a tool to adjust for pay that is below market. In these cases, the better solution is targeted adjustments to base pay.

5. DEVELOP SCOPE AND A PROPOSAL FOR A UNIVERSITY-WIDE TITLE AND TOTAL COMPENSATION ANALYSIS

The Titles work team raised several concerns with the current system of titles used by the university. As the team noted, UW–Madison has about 1,700 separate job titles, the result of an incremental, uncoordinated approach to title development over many years. In addition, the unclassified staff title system was developed separately from the classified title system. Therefore, the university has never had the opportunity to review titles across employee categories. As a result, the work team noted:

- Many titles do not meaningfully or clearly describe jobs they represent
- Titles are not used consistently across the campus
- Titles in the classified and unclassified systems overlap
- Some titles limit opportunities for employees to progress
- The university has limited ability to create new titles

Example: Trying to create a “university chef” title

The UW-Madison Housing Office wanted to create a “university chef” title for positions responsible for coordinating food preparation and presentation. The available titles did not allow the university to recognize and adequately compensate the additional level of responsibility this position would require. Since the university didn’t have the authority to create new titles, we asked OSER to create this new title—university chef. Because this request was just one of many from across state government, the OSER-required review was delayed for months. OSER ultimately denied the request because it decided that this work was not different enough from other state jobs. In making this decision, OSER compared the work of the proposed university chef to food service positions in state correctional facilities.

Having a current, meaningful and transparent title structure is critical to recruiting new employees and providing current employees with opportunities to advance in their careers. The title structure is also linked to the compensation structure that defines how we pay for different jobs. While some segments of our current system work well, the UW–Madison job title and compensation structures need to be systematically redesigned so that titles accurately reflect the responsibilities, qualifications and proficiencies our jobs require, and the related compensation structure allows the university to pay competitively and modify compensation as needed.

The linkage between titles and compensation means that creating a compensation structure that best meets the university’s current and future needs will require UW–Madison to update its staff job titles/levels, create a new pay structure for those jobs/levels and then translate existing jobs into this new structure. This type of analysis is a standard practice at universities and most large organizations. Several of our peers (e.g., the universities of Iowa and Minnesota, and Ohio State) have gone through or are planning job title/job classification and compensation studies. A title and total compensation analysis would include staff and student jobs. Faculty will be included for the total compensation portion of the analysis.

A title and total compensation analysis is generally supported by an outside organization and involves:

- Collecting information about existing university jobs through surveys and interviews with employees, supervisors and managers.
- Analyzing the information to find consistencies and develop new job titles/levels and job descriptions (in particular, to provide opportunities for advancement).
- Identifying the appropriate labor market for each title (e.g., geographic region, type of institution, size of organization).
- Creating salary ranges that reflect both internal equity and market data.
- Defining market salary ranges using salary surveys and other external data sources.
- Grouping jobs into salary ranges (except for academic staff positions that do not have salary maximums).
- Reviewing these salary bands for equity and adjusting if necessary.
- Assigning current positions to new titles and allowing employees to appeal these assignments.

A title and total compensation analysis will **not** set the compensation for individual employees. As stated above, the analysis will result in creating a title and compensation *structure* that sets the parameters for compensation.

The other UW campuses will also need to conduct this type of analysis. There is potential for UW–Madison and UW System to work together to plan a joint analysis that will apply a consistent approach and methodology while still

allowing the results to be tailored to the needs of our campus. We will define the scope and parameters of the analysis through engagement with governance and other stakeholder groups. We will then develop a request for proposal, subject to the review of the Board of Regents, to solicit proposals from outside organizations to provide technical assistance in the analysis. Although we do not have the expertise to conduct the analysis completely in-house, our staff will be involved in collecting and analyzing the data.

Governance groups will participate in the job title and total compensation analysis. Faculty, academic staff and university staff governance will also review the content of the request for proposals, be involved in the review of vendor responses, and be actively engaged throughout the study. The request for proposals will specifically state the need for the active involvement of governance and require responding firms to describe their approaches to ensuring this engagement.

We expect that this job title and total compensation analysis will begin in 2013 and take up to one year. This anticipated length recognizes not only the size and complexity of the UW–Madison workforce, but also the rights and responsibilities of governance bodies, which will be involved throughout the process.

The analysis will result in a new set of titles (although many current titles likely will be maintained because they represent the standard usage across universities, such as lecturer) and levels, and a related compensation structure. We will then need to assess the best way to implement the new structure, likely through a phased approach. Built into the transition to the new system will be a systematic and transparent process for employees to appeal any new title assignments.

6. PROVIDE FOR THE ENGAGEMENT OF GOVERNANCE GROUPS IN DEVELOPING NEW COMPENSATION APPROACHES.

The Compensation work team noted that new approaches to UW–Madison compensation should incorporate stakeholder advice and input to ensure that these approaches are implemented fairly, transparently and effectively. To do this, the team recommended creating a compensation advisory committee. The project team agrees that there should be ongoing input to compensation design and management from the campus community. Instead of creating a separate compensation committee, however, we believe that governance should perform this role. The Commission on Faculty Compensation and Economic Benefits and the Academic Staff Compensation and Economic Benefits Committee currently provide input on compensation policy for the faculty and academic staff, respectively.

Each of the governance groups will be actively engaged in developing new compensation approaches that directly affect their constituents. And, by coming together, representatives from the three governance groups can help

address broader compensation issues that cross employee categories and affect the entire university.

We also recognize the important role that collective bargaining must continue to play in setting pay for those employees in certified bargaining units. Therefore, the university will continue to negotiate with certified labor unions on compensation to the degree permitted by the law.

EMPLOYEE BENEFITS

Strategic Plan Components

1. Incorporate an analysis of leave programs, including vacation and sick leave, into the job title and total compensation analysis.
2. Create a benefits “backpack” to ensure that vacation and sick leave are portable.
3. Implement “quick wins” to improve benefits programs.
4. Recommend streamlining supplemental insurances to the UW System Fringe Benefit Advisory Committee.
5. Provide mechanisms for governance groups’ involvement in developing benefits programs.

CONTEXT AND CURRENT ISSUES

UW–Madison has historically provided a strong benefits package, including health care, vacation, sick leave, unpaid leave and a retirement pension. While the value of the benefits package was reduced in 2011 by increased health insurance contributions, new co-insurance payments and higher contributions to the state retirement plan, benefits remain a significant component of total compensation for many university employees and an important consideration for job candidates.

In the new UW–Madison personnel system, university employees will continue to be state employees and, therefore, will continue to receive the health, retirement, income continuation insurance and state group life insurance benefits provided through state programs. Employee contributions and coverage/benefits will continue to parallel what other state employees pay and receive. We recognize that the employee cost of these benefits is a critical issue to our employees but, because these are state-administered programs, we cannot control premiums and contribution amounts.

The Benefits work team spent a great deal of time understanding and analyzing benefit issues, including vacation and sick leave accruals and holidays. Paid time off is an area in which there are major differences between the current classified and unclassified systems. For example, faculty and academic staff members accrue vacation on a fiscal-year basis and at the same rate regardless of years of service. Classified staff, however, accrue vacation on a calendar-year basis and their accrual rate increases in steps over time (see UW System guide to paid leave, <http://www.uwsa.edu/hr/benefits/leave/vacation.htm>).

As a central feature of its recommendations, the work team considered many different scenarios and ultimately recommended a uniform vacation and sick leave program for all faculty and staff who are eligible for vacation. The proposed vacation leave program was “stepped,” so that employees with more years of service would receive more vacation time. The proposed program also

combined vacation and personal holiday time, capped vacation banking, and offered the same sick time accrual rate for both employee categories. The team also recommended eliminating the annual year-end cash out of vacation for long-term employees.

During the extensive process of campus engagement, employees raised a series of concerns about the recommended program. For example, combining leave programs would reduce the vacation accrual rate for some existing jobs while increasing it for others. The team's proposal to grandfather current employees did not allay these concerns.

STRATEGIC PLAN COMPONENTS

1. INCORPORATE AN ANALYSIS OF LEAVE PROGRAMS, INCLUDING VACATION AND SICK LEAVE, INTO THE PROPOSED JOB TITLE AND TOTAL COMPENSATION ANALYSIS.

The vacation and sick-leave changes proposed by the Benefits work team met with significant campus resistance, and many employees expressed concerns that the changes could decrease total compensation when the value of benefits such as leave is considered. We agree that the value of vacation, holiday and sick time is important and, therefore, needs to be analyzed more intensively as part of the total university compensation package (pay and benefits).

The configuration of benefits in HRS, the university's new payroll and benefits technology, is also highly complex and encompasses UW–Madison and all UW campuses. Our HRS experts recommend that changes in this area be carefully analyzed and planned.

As the project team considered the concerns raised by employees and governance, plus technical considerations, we recognized that further study is necessary. Therefore, this plan does not make any changes to vacation or sick-leave accruals, holidays, personal holidays, tuition assistance, vacation-banking programs or cash-out programs. These programs should be analyzed as part of a job title and total compensation analysis described above. Through this study, we will also consider additional leave programs, such as bereavement and parental leave. After this additional research and study, we will assess the costs and value of these benefits to employees, and how they compare to benefits programs at peer universities and other comparable employers. The Benefits team's extensive work will contribute to this analysis, but no specific decisions about changing these benefits have been made at this point.

We continue to believe that having a unified vacation and sick-leave program makes sense. The current differences between the leave programs for classified and unclassified employees do not reflect different needs between employee groups. Instead, the differences are a product of how the two programs evolved separately. As we continue to analyze this complex and important area, we will look for opportunities to create greater consistency.

Many university stakeholders have long advocated for a paid parental-leave program. This proposal should also be considered as part of the job title and total compensation study.

2. CREATE A BENEFITS “BACKPACK” TO ENSURE THAT VACATION AND SICK LEAVE ARE PORTABLE

Even after July 1, 2013, UW–Madison will continue to be a state government employer and be part of the UW System. Therefore, even as we adopt a new personnel system, we want to provide continuity for employees who may move among UW–Madison, state agencies and other UW System campuses.

Employees who move to UW–Madison from other agencies or campuses will automatically retain their Wisconsin Retirement System years of service, banked sick leave, and health insurance eligibility (i.e., they would not have any new waiting periods for coverage). No statutory or policy changes are required for this to continue.

Also, for employees who move between UW–Madison and other UW-System campuses, we have worked with UW System to define a “backpack”—a set of other benefits that would move with these employees. The backpack includes:

- Annual leave balance (i.e., vacation already earned in the current year)
- Sabbatical/Accumulated Leave Reserve Account (ALRA) balances and vacation carryover (employer will have the discretion to accept the balance or negotiate with the prospective employee to cash it out with current employer)

For employees who move from or to a state agency, we will need to reach an agreement with the Office of State Employment Relations to allow the leave benefits transfer described above.

3. IMPLEMENT QUICK WINS TO IMPROVE BENEFITS PROGRAMS

Although the most significant changes to the vacation and sick-leave programs will be deferred, the university has identified several short-term enhancements to employee benefits programs.

Currently, classified staff begin to accrue vacation hours from their date of hire, but are not allowed to use this accrued time until after six months of employment. This limitation can be a burden on a new employee, and is different from the current academic staff policy (newly hired academic staff can use their vacation time immediately). Beginning on July 1, 2013, the university will remove the restriction on university staff so that all staff will be able to use their vacation leave from when they are hired, with the approval of the supervisor.

Currently, classified staff must also wait until the first day of their third month of employment to receive the employer contribution toward the State Group Health insurance premium. New unclassified employees currently receive the

employer contribution the first day of the month following their appointment effective date. While the classified waiting period was reduced from six months, the delay still puts a burden on new hires, particularly our lower-paid staff. We propose that this delay be further reduced so that the university begins to contribute toward this premium on the first day of the month following employment—for all employees. We believe this is a relatively straightforward way to create more consistency, eliminate a clear inequity, help us recruit talent and help new staff transition to the university. This will require a statutory change. Preliminary cost estimates show that adding this coverage for new employees will cost UW–Madison approximately \$150,000 per year.

Classified and academic staff/faculty currently have separate leave-sharing programs. These programs allow employees to donate accrued vacation to be used by other employees. As the work team recommended, the new personnel system should allow these programs to be combined to allow leave to be donated across employee categories. Simplifying the program will also help employees understand and use this program when they need it.

The Benefits work team also made several suggestions about additional employee “life enhancers”—services or programs that would add to the value of working at the university. Examples from the work team include providing time off to participate in community service activities; implementing a wellness program; providing child/dependent/elder care referrals; and arranging employee discount programs. We support the principle of offering a broad range of benefits to employees. Therefore, OHR will further explore these and other options, identify specific options, assess costs and identify the life enhancers that may be of greatest value to university employees. These incremental benefits are not limited by state statute or Board of Regents policy, and some could be employee-paid. The OHR analysis will consider the costs and advantages of adding any benefits.

4. RECOMMEND STREAMLINING SUPPLEMENTAL INSURANCES TO THE UW SYSTEM FRINGE BENEFIT ADVISORY COMMITTEE

The Benefits work team identified an opportunity to streamline the university supplementary insurance programs. The team felt that this will provide better, more understandable options for employees. Because these programs are coordinated with UW System, the project team will refer this recommendation to the UW System Fringe Benefits Advisory Committee for consideration.

5. PROVIDE MECHANISMS FOR GOVERNANCE GROUPS’ INVOLVEMENT IN DEVELOPING BENEFITS PROGRAMS

The work team also recommended increasing employee engagement on, and participation in, decisions about benefits. The project team believes that governance provides the channel for faculty, academic staff, and university staff to participate actively in developing benefits policy. The expansion of

governance to university staff ensures opportunities for more employees to have a voice in the ongoing design and implementation of benefits programs.

JOB SECURITY

Strategic Plan Components

1. Create permanent and temporary appointment types for university staff.
2. Design and implement university staff layoff policies.
3. Design and implement a probation policy for university staff.
4. Work with university staff governance to create a UW–Madison university staff appeals process.

CONTEXT AND CURRENT ISSUES

Employee “appointments” stipulate the length of employment, job protections and rights of appeal. Academic and classified staff currently have different appointment types that provide both continuing and temporary employment.

Under the new UW–Madison personnel system, the university will need, at a minimum, to define the appointment type(s) for current classified staff jobs that will transition to university staff on July 1, 2013. Statutory requirements—and our project parameters—require that employees holding positions in the classified service on June 30, 2013 who have achieved permanent status in class on that date retain their just-cause and appeal rights. The law does not specify requirements for new hires after that date, **but we are committed to continuing to provide permanent appointments to new university staff hires and also maintaining just-cause and appeal rights for new university staff hires.**

The Transition and Succession work team proposed a more consistent set of appointment types that would apply across employee categories. The recommendation proposed creating an indefinite/permanent appointment for current classified staff and expanding the use of indefinite appointments for academic staff. This proposed change was coupled with a recommendation for a more consistent layoff policy that would also apply across employee categories. If implemented, the work team recommendations would increase job security for some academic staff by reducing the number of fixed-term renewable appointments, but would also significantly reduce the layoff notice provided to employees who would still have those appointments. For classified staff, the team recommended increasing the layoff notice period from 15 to 30 days.

Governance and administrative stakeholders raised major concerns about these recommendations, in particular about the reduced layoff notice and job security change for academic staff. Recognizing these concerns, the project team is not proposing a change to the current academic staff appointment/layoff provisions.

STRATEGIC PLAN COMPONENTS

Proposed university staff appointment types

- Permanent
- Fixed-term terminal (replaces use of project appointments)
- Temporary (replaces LTE appointments)

1. CREATE PERMANENT AND TEMPORARY APPOINTMENT TYPES FOR UNIVERSITY STAFF

As classified staff are integrated into the new UW–Madison personnel system on July 1, 2013, we will need to define their appointment types, for both permanent and temporary university staff. While we recognize that consistency between the academic staff and university staff appointments is desirable, some differences will remain.

As of July 1, 2013, UW–Madison will offer new appointment types (see box to the left) for university staff. Permanent university staff will be given permanent appointments that can be terminated by the university only for just cause or through the university staff layoff process.

We also suggest using fixed-term terminal appointments for university staff now in project positions. This appointment type would allow an employee to be hired for a specific duration. Unlike current project appointments, however, fixed-term terminal appointments do provide just-cause protections during the defined appointment period, and would therefore enhance job security.

Temporary appointments would be a new appointment type for both academic and university staff. This appointment would be used for seasonal/sporadic functions in which university and academic staff are employed to work for a limited number of hours in a year. This appointment type is similar to the current classified staff limited-term employee (LTE). We will identify, in collaboration with academic staff and university staff governance, the specific parameters for use of this new appointment type.

FLSA-exempt classified staff members who chose to become academic staff (see page 21) will be given the same academic staff appointment as similar positions in their divisions or colleges. Each division will need to notify these employees of the type of appointment that will be available so that they can make informed decisions about changing categories.

2. DESIGN AND IMPLEMENT UNIVERSITY STAFF LAYOFF POLICIES

The Transition and Succession work team recommended greater process consistency in the layoff process between employment categories. Therefore, the university staff layoff process will be consistent with the academic staff process in the following areas:

- The operational area (division/department/sub department) will define the group of employees who would be affected by a layoff. This will be defined at the time of appointment.
- Layoffs will be implemented primarily on the basis of years of service; however, this presumption in favor of years of service will not apply when program needs dictate other considerations, such as the need to maintain specific expertise.

- Identifying specific employees subject to layoff cannot be based on discriminatory or salary considerations.

The HR Design parameters state that:

“The HR Design Project is not a staffing adjustment or a reduction in force, and the project teams will not put forth recommendations for organizational changes or layoffs. The policies and processes governing layoffs will, however, be considered.” Layoffs will continue to be used only when the university eliminates or changes a program or activity, or when there is a lack of funds.

The layoff process for university staff process will differ from academic staff in that the required notification period will be a minimum of 60 days for university staff, an increase from the current minimum of 15 days. This expanded notice period will provide additional time for an employee to find another position if a layoff must occur.

The current process requires mandatory placement of laid-off classified employees in any vacant position across the campus within the same title and, in some cases, the same pay range for three years. While this provides additional security for classified employees, it requires managers to hire the laid-off employee without being able to determine if that employee is the best fit for the vacancy. However, to balance the needs of both hiring managers and laid-off employees, the project team believes non-exempt laid-off employees should have mandatory placement rights for one year. This right would apply to job openings in the same title and division where they were laid off. This right would also be contingent on the laid-off employee being qualified to successfully perform the new job duties. In addition, laid-off employees would have the right to be interviewed for any positions in their job titles outside of their divisions.

In addition, to assist laid-off employees, OHR will expand job placement services, résumé assistance, and coaching on job search and interview skills to laid-off employees. Academic staff who are laid off will also be able to use the job placement and other services listed above.

3. DESIGN AND IMPLEMENT A PROBATION POLICY FOR UNIVERSITY STAFF
Probationary periods for classified employees are currently defined in chapter 230 of the Wisconsin state statutes. Since these statutes will not apply to UW–Madison after July 1, 2013, we will need to create our own probation policy for university staff. We are proposing that the probation period for university staff remain at six months and be required for all appointments. However, divisions will have the ability to waive or shorten probationary periods for employees who transfer internally within the campus. As they do today, hiring managers will still be able to extend probation based on considerations such as absences and performance.

Academic staff will continue to have a 6- to 12-month probationary period, although managers/supervisors will be strongly encouraged to use the full 12 months.

Under the current classified staff personnel system, classified staff members who transfer to new university positions have the right to return to their prior positions if they fail probation in their new positions. While this policy reduces the employee’s risk of accepting a new university position, it can be very

disruptive to the operations of the department from which the employee transfers. For example, units have implemented policies to keep vacancies open until the former employee has passed probation (typically six months). Also, by reducing the risk associated with accepting a new position, the current policy reduces the incentive for both the employee and the hiring manager/supervisor to do effective onboarding and work together to address any challenges in the probationary period.

Therefore, as is the case with academic staff, university staff will not have the right to return to the position they left if they fail the evaluation period in the new job. However, if an employee transfers to a new position in the same title, he or she will have a 30-day period to return to the previous (or equivalent) position within the same division. This will allow employees to return to their previous positions if their new jobs are not what they expected.

4. WORK WITH UNIVERSITY STAFF GOVERNANCE TO CREATE A UW–MADISON UNIVERSITY STAFF APPEALS PROCESS

The law that requires enables UW–Madison to create a new personnel system also requires an appeal process for academic staff and university staff dismissals that includes an impartial hearing officer. The law also gives the Board of Regents an expanded role in appeals of dismissals.

Currently, classified staff can appeal discipline or dismissals to OSER and then to the Wisconsin Employment Relations Commission (WERC). Since OSER will no longer control the UW–Madison personnel system after July 1, 2013, it will not be involved in our appeal process after that date. However, current classified employees who transition to the new university staff category will retain the right to appeal to the WERC.

The appeals process is a critical component of job security at UW–Madison, and we are committed to providing university staff with a fair and transparent process. The new personnel system will require UW–Madison to create a new university-specific appeals process. To do this, we will work with university staff governance in spring 2013 to develop policies and processes for appeals of involuntary demotions, suspensions or discharges. These collaboratively developed policies will include specific rights, roles and responsibilities, timeframes and levels of appeal. We are committed to preserving important protections, such as the ability for university staff to bring a representative or other third party to the appeals process.

RECRUITMENT, SELECTION AND EMPLOYEE MOVEMENT

Strategic Plan Components

1. Implement a new online job application and applicant tracking system.
2. Replace the current classified hiring process with tools and processes customized to UW–Madison needs.
3. Create mechanisms for direct hires, internal recruitments and transfers, with controls to protect diversity and fairness.
4. Continue to develop the recruitment toolkit and expand training and support for recruitment and selection.

CONTEXT AND CURRENT ISSUES

Recruiting and hiring talent are critically important human resources activities at UW–Madison. As retirements accelerate due to the aging of the baby-boomer generation, it will become even more important to efficiently and effectively recruit and hire new talent.

OHR and individual divisions/departments work together to post and advertise positions, manage and screen candidates, and make hiring decisions. Because the classified and unclassified systems have evolved separately, the processes and tools for recruiting, evaluating and selecting candidates differ between the two employment categories.

The classified hiring system, regulated by OSER, is built around civil-service exams that rate and rank candidates and result in lists of qualified candidates according to a state-prescribed process. WiscJobs is the OSER online system that state agencies use to create and manage lists of candidates who can be interviewed. On July 1, 2013, we will no longer be governed by the OSER hiring rules and will not have access to WiscJobs. Therefore, the university needs to replace the OSER-driven processes with a university-specific system.

For many classified jobs, the current process and technology do not allow university hiring units to target specific skills or competencies that are essential for our unique higher-education environment. This restriction also hinders our efforts to target and recruit candidates with diverse backgrounds. That is, we can aggressively recruit candidates, but then not have any assurance that they will emerge from the state hiring process and be eligible for us to hire.

Current state rules also require that all candidates referred to a hiring manager must be contacted for every opportunity. As a result, the same candidates are often contacted multiple times, even if they have previously been excluded as viable candidates. The current processes also prevent hiring units from considering strong candidates who want to apply after an employment list has been created.

A “Bill of Rights” for job candidates

Many public- and private-sector organizations are taking a close look at how to improve their hiring processes. Some organizations have created what they refer to as a job applicant “bill of rights.” The project team believes that UW-Madison should adopt standards like these, which include:

- Clear job announcements
- User-friendly applicant processes
- A specific person whom applicants can contact for information on each vacancy
- Timely applicant communication and tracking of applications
- Timely decisions and candidate notifications

In contrast, the academic staff recruitment/hiring systems and processes were developed by UW–Madison. Recruiting for academic staff positions does not require employment exams or ranked candidate lists. Positions are posted online and candidates submit applications, typically a cover letter and résumé/CV, and then the hiring division/department interviews the best-qualified candidates. The hiring unit then completes background and reference checks for finalists, makes job offers, and negotiates salary and other employment conditions. The unclassified hiring process also has its challenges, including large search and screen committees that can be unwieldy and slow-acting, and often focus more on “screen” than “search.” However, this process is more flexible than the classified system.

The work team’s goal was to recommend a merit-based recruitment and selection process tailored to our unique needs as a research university and that also enables us to recruit diverse applicant pools. UW–Madison’s approach to hiring needs to be nimble and responsive, use both technology and personal contact, and also provide data for us to better understand the effectiveness of our recruiting processes.

The Recruitment and Assessment work team focused on the problems inherent in managing two separate hiring systems and processes, and concluded that it is important to develop a more unified approach to recruiting and hiring, including using more effective technology and tools that better serve both candidates and hiring managers.

UW-Madison’s approach to hiring needs to be nimble and responsive, applying both “high-tech” and “high-touch” strategies, and also provide data for us to better understand the effectiveness of our recruiting processes.

STRATEGIC PLAN COMPONENTS

1. IMPLEMENT A NEW ONLINE JOB APPLICATION AND APPLICANT TRACKING SYSTEM

With the loss of access to WiscJobs, we will need to create a new and more user-friendly way for job candidates to apply for university (currently classified) positions. As the work team noted, this is an opportunity to implement an online tool for job applications and applicant tracking for all vacancies.

A more advanced system would integrate with online job boards, offer more timely and streamlined communication with applicants, and allow applications to be reviewed and routed between screeners. The system would also allow applicants to create a résumé/profile online and subscribe to receive notifications when jobs in certain functions or divisions become available.

In 2012, OHR plans to develop a set of requirements for an online applicant tracking and management system. At a minimum, on July 1, 2013, the system must be able to support university staff hiring.

2. REPLACE CURRENT CLASSIFIED HIRING PROCESS WITH TOOLS AND PROCESSES CUSTOMIZED TO UW-MADISON’S NEEDS

The current hiring process for classified employees limits our ability to recruit and hire from qualified and diverse applicant pools in a timely manner. We

need to replace this state-regulated system with a university-tailored and merit-based civil-service system that allows the university to be more nimble and responsive to changing recruitment needs.

In line with the work team's recommendations, UW–Madison needs to put in place a recruitment process for university staff that moves away from state-controlled lists to using more university-specific recruitment and assessment approaches. This will include rigorous screening of candidates, but in ways tailored to the university's specific jobs and roles. The new processes for university staff will be supported by the new online applicant tracking system.

Of course, a critical element in any changes to recruiting and hiring processes is maintaining diverse applicant pools and fair screening practices. OHR will be responsible for providing policies, guidelines and measures that promote diversity. OHR will also serve as an expert resource for hiring units and will periodically evaluate the effectiveness of our process to ensure that we are recruiting and hiring the best talent, creating diverse applicant pools, and delivering a timely and user-friendly hiring process for both candidates and hiring units.

3. CREATE MECHANISMS FOR DIRECT HIRES, INTERNAL RECRUITMENTS AND TRANSFERS, WITH CONTROLS TO PROTECT DIVERSITY AND FAIRNESS

In cases where a strong internal candidate is available, a succession plan is in place, or when UW-specific knowledge and experience is a strongly preferred qualification, limiting competition can facilitate the timely filling of vacancies. The recruitment and assessment work team proposed two hiring options for filling academic staff and university staff vacancies that will give hiring managers more flexibility: recruitment waivers and internal recruitments. Campus stakeholders also identified a third option that would allow university staff employees to transfer into campus vacancies in the same titles.

In limited and specific circumstances, and with prior OHR approval, divisions could directly hire an internal or external candidate (i.e., as we can now for academic staff) for a university staff vacancy without an open recruitment. These circumstances will be clearly prescribed and will include, but not be limited to, filling temporary vacancies, rehiring employees who have been laid off and filling short-term appointments.

With the internal recruitment option, a hiring manager could recruit to fill an academic staff or university staff vacancy, but limit the applicant pool to current UW–Madison employees. LTEs, project employees and student employees would be eligible to apply as internal candidates. This internal hiring process would still be competitive, and applicants would need to have the same qualifications as external candidates.

The campus transfer option, which will apply to university staff, will allow a hiring manager to consider university employees who are in the same job title

as the vacancy. This transfer option will be permissive— the employee and supervisor must reach mutual agreement on the appointment.

However, for a blue-collar position in a multiple-shift environment, divisions must post the initial vacancy internally and then select a candidate from the two most senior interested employees in the division. The transfer will be predicated on the selected employee not having any documented performance problems and being qualified to do the work of the new job. Employees who transfer to these blue-collar, multi-shift positions will not be placed on probation.

We recognize that all of these options could limit recruiting and, therefore, potentially impact candidate diversity. For this reason, both the work team and the project team support using the optional processes only within specific parameters. For example, jobs that are “underutilized”—that is, have a lower percentage of minorities or women than in the relevant job market—would not generally be filled through a direct hire, internal recruitment or transfer (except for blue-collar positions).

4. CONTINUE TO DEVELOP RECRUITMENT TOOLKIT AND EXPAND TRAINING AND SUPPORT FOR RECRUITMENT AND SELECTION

Given the large number and range of jobs on our campus and the university’s decentralized organization and operations, our new recruitment and selection process cannot be one-size-fits-all. Instead, we must allow controlled variation to meet the needs of individual units, while still promoting efficient, effective, merit-based and legal hiring practices. To achieve this balance, the work team recommended developing a toolkit that would include a range of resources to support hiring managers. Tools would include guidance on job advertising and posting, other recruitment resources, instructions on how to effectively use the applicant tracking system, interview and screening guides, and metrics on recruiting effectiveness/results.

For example, the use of social media is becoming an increasingly important channel for recruiting, and the toolkit will provide guidance and resources on how to use sources such Twitter or LinkedIn effectively.

OHR has already rolled out a central online resource to support recruitment (<https://recruitment.wisc.edu/>). As recruitment processes, systems and policies continue to develop and evolve, OHR will continue to refine and expand the resources available to campus. OHR also plans to expand training for HR professionals and hiring managers on recruitment and assessment strategies and how to use the new hiring systems and processes.

FOSTERING AND MANAGING TALENT

Strategic Plan Components

1. Develop and implement more effective performance management for all staff.
2. Pilot the use of competencies—first with HR jobs, and then expand to managers/supervisors.
3. Expand employee development, including programs for managers and supervisors.

Defining performance management

The Performance Management work team defined performance management as follows:

Performance management is a continual process of establishing relevant and reasonable expectations, measuring outcomes, and providing appropriate follow through in the form of coaching, training, rewarding and taking corrective action and/or discipline. A primary purpose of performance management is to create a climate and environment for employee development and success.

CONTEXT AND CURRENT ISSUES

Over the past 30 years, the focus of many human resources organizations, in both the private and public sectors, has shifted from primarily processing transactions (e.g., managing payroll and benefits programs) to taking a more proactive, strategic role in managing talent. UW–Madison already has substantial flexibility to establish the policies and processes in this area. As a result, changes in these areas do not require approval by the Board of Regents or JCOER. However, the work teams and the project team view the HR Design project as an important opportunity to examine our entire approach to cultivating talent. In particular, the teams considered how the university manages and supports talent across the employee lifecycle: from recruiting and hiring to onboarding, developing, advancing and evaluating talent; and planning for succession. Two key aspects of this are performance management and training and development.

UW–Madison has different processes for academic and classified staff performance management. For example, classified supervisors are required to do performance evaluations (although consistency and quality vary), while unclassified supervisors are not. While some units have developed their own structured approaches to performance management, others have not. During our campus engagement activities, many employees told us that they want regular feedback from their managers or supervisors, but do not receive it, or that the feedback they do receive is not constructive. Participants at the campus engagement sessions identified several barriers to more consistent performance management, including:

- Managers and supervisors do not have tools, knowledge of processes or training.
- Managers and supervisors say they do not have enough time for performance management.
- Some employees perceive that performance management is punitive.
- There is limited accountability for completing performance management activities.
- Managers, supervisors and employees don't understand and appreciate the value of performance management.

- Incentives to engage in performance management are limited (e.g., there is limited ability to reward performance).
- Managers, supervisors and employees view performance management as only including the performance evaluation.
- Some employees believe that performance management is a “corporate” practice.

HR Design forum participants also noted the need to recognize the operational, organizational and cultural differences among units. That is, a single, standardized performance management process will likely not work for the entire campus.

With regard to training and development, the Office of Human Resources Development (OHRD) provides and coordinates many university training opportunities (<https://www.ohrd.wisc.edu/home/>). OHRD also manages an online system that allows employees and managers to see and register for training and development opportunities and maintain a “transcript” of courses they complete. Use of the system has expanded significantly, but it is still not used consistently across campus.

In considering different approaches to approaching talent in a more holistic, integrated way, we looked at practices outside of the university. Many public- and private-sector organizations, including universities, use “competency-based” HR models—approaches that define high-level sets of employee knowledge, skills and abilities that link to the organization’s mission and strategic goals. These sets of competencies are frequently used to evaluate performance, but also can be used to integrate the entire talent management system—as a basis to structure job descriptions, screen and evaluate job candidates, establish succession plans, and structure employee training and development.

STRATEGIC PLAN COMPONENTS

1. DEVELOP AND IMPLEMENT MORE EFFECTIVE PERFORMANCE MANAGEMENT FOR ALL STAFF

We believe that a more robust performance management approach has the potential to support the development and advancement of staff across the campus and, more broadly, help the entire institution become more effective. Furthermore, managers, supervisors and employees—of all types—have a responsibility to participate in performance management.

Our goal is not to force a standard methodology or tool, but instead, to encourage effective processes. As a first phase, starting in fiscal year 2013-14, the university will require that all units implement an annual performance evaluation cycle.

Based on the recommendations of the Performance Management work team, OHR will provide a performance management toolkit with guidelines, sample templates and resources for units that do not have established processes or who want to improve their existing processes.

To support this new policy, OHR will provide performance management training for managers and supervisors (including faculty who have supervisory responsibility). This training will focus on why performance management is necessary, and how to make the process more effective and consistent. Recognizing existing time demands on supervisors, training will be offered both live and online.

We understand that these will be major cultural changes for some units, but we believe they will provide the foundation for the ongoing development of our human resources system.

In the future, OHR will evaluate the value of offering the campus an online system to support performance management. These systems are used by some institutions to enable employees and supervisors to share goals and performance feedback, track the performance management process, send reminders and archive evaluations. Our discussions with campus made it clear that a “one-size-fits-all” approach would not be effective in our environment. Any technology selected would be offered to campus as part of the toolkit; divisions would have the option to use it or their own processes/tools.

2. PILOT THE USE OF COMPETENCIES—FIRST WITH HR JOBS, AND THEN EXPAND TO MANAGERS/SUPERVISORS

Competency models are already being employed by some UW–Madison units. The project team proposes that the campus expand this approach by initially developing pilot programs in key areas. The first pilot would be for the HR function. OHR is beginning to develop competencies for its staff. By working with HR professionals across campus to develop campuswide HR competencies, we will be able to evaluate how this approach would work and also test the process of developing competencies across organizational lines.

A second pilot would be for manager/supervisor competencies. Working with managers and supervisors to define the knowledge, skills and abilities that they need to be successful will help us to create more effective performance management systems, as well as training and development opportunities.

We propose that work on developing these competencies begins in spring 2013. The results of our collaboration with the HR community and managers/supervisors will also help us understand how we might incorporate competencies into the job title analysis.

3. EXPAND EMPLOYEE DEVELOPMENT, INCLUDING PROGRAMS FOR MANAGERS AND SUPERVISORS

Defining competencies

Competencies are identified knowledge, skills and abilities, evaluated through demonstrated behaviors, which directly and positively contribute to the success of the organization and to the success of employees in their job roles, positions and functions.

The role of managers and supervisors on our campus is particularly critical, but also particularly complex. In addition to managing how work is distributed and completed, managers and supervisors are responsible for developing employees. They also have responsibilities for policy development and compliance, workplace safety and workplace culture.

As the various parts of the new university personnel system are rolled out, managers and supervisors will play a critical role in promoting change and making the new system succeed. To support them, we need to develop and expand training to focus on both the operational and leadership components of their work. The work teams recommended specific training topics:

- Effective performance management techniques
- Creating an inclusive workplace
- Leading through change
- Orienting and onboarding new employees
- Implementing workplace flexibilities

OHR will develop specific programs and modules this fall and coming spring, with new training programs offered to campus starting in fall 2013. These programs will be connected to the competencies identified for managers and supervisors, and will continue to evolve with the other components of HR Design, including diversity, inclusion and employee engagement.

DIVERSITY, INCLUSION AND EMPLOYEE ENGAGEMENT

Strategic Plan Components

1. Develop a workforce diversity plan that clarifies campuswide accountability for employee diversity.
2. Create and monitor measures of diversity and equity.
3. Establish accountabilities for employee diversity within the Office of Human Resources.
4. Conduct a campuswide employee engagement and inclusion survey.
5. Improve campus climate by building on current efforts to enhance onboarding.
6. Develop a workplace flexibility toolkit.

Diversity is the range of human qualities that impact and influence how people are perceived and how they behave. These qualities include, but are not limited to, age, gender, race, ethnicity, color, physical attributes, sexual orientation, religious beliefs, marital status, national origin, education and work-related values.

Inclusion refers to a sense of belonging; feeling respected, and seen for who you are. It also means being valued as a contributing member of the team, work group or organization. An inclusive culture is one in which barriers to contribution and negative biases are eliminated, and people are respected and able to give their personal best.

From the outset, diversity was a central theme for the HR Design project. Diversity was both a key aspect of the project vision and the focus of one of our 11 work teams. In addition to developing its own recommendations, the Diverse Workforce work team met with each of the other work teams to understand the potential impact of their recommendations on the diversity of our campus community. The Diverse Workforce team then reviewed each of the other team's recommendations. Throughout the course of its work, that team emphasized the importance of climate and inclusion in attracting, developing and retaining talent. Moreover, creating an environment that supports diversity requires the commitment and participation of employees at all levels of the university.

CONTEXT AND CURRENT ISSUES

UW–Madison already supports diversity in a number of important ways. In particular, diversity is a priority in the university's strategic framework, which commits to, "Enhance diversity in order to ensure excellence in education and research." This strategic framework clearly sets out the critical importance of diverse perspectives and backgrounds to the success of the university and also emphasizes the importance of expanding opportunities and participation to all. Diversity and inclusion were further highlighted in the 2009 reaccreditation report, which included several recommendations to enhance student, faculty and staff diversity (http://greatu.wisc.edu/documents/FINAL_web_2.pdf).

The Office for Equity and Diversity (<http://www.oed.wisc.edu/>) performs critical functions to ensure that we comply with federal, state and UW System requirements by capturing and reporting diversity data, providing and supporting training and development, and investigating discrimination and harassment complaints. In addition, committees in the colleges and divisions support their own diversity efforts by advising their local deans and directors and serving as resource centers. Finally, the Office of the Vice Provost and Chief Diversity Officer and the Office of the Vice Provost for Faculty and Staff are

intimately involved with a number of employee diversity efforts, most notably the campuswide faculty diversity initiative.

In response to many of the HR Design recommendations that suggested expanding flexibility for managers and supervisors—such as adjusting individual compensation and limiting competition when filling certain vacancies—a concern emerged that bias and favoritism would affect decisions. The Diverse Workforce team identified situations where monitoring or control would help ensure that new processes produce equitable results (e.g., the direct hire process described above).

The Diverse Workforce team and members of the campus community also expressed concerns about respect, inclusion and fairness across our campus.

1. DEVELOP A WORKFORCE DIVERSITY PLAN THAT CLARIFIES CAMPUSWIDE ACCOUNTABILITY FOR EMPLOYEE DIVERSITY

The Diverse Workforce team emphasized the importance of systematic, campuswide coordination of efforts related to diversity. We enthusiastically support the development of a campus diversity plan that addresses all segments of our workforce. In particular, we feel that this plan could define clearer roles and accountabilities for central administration, OHR, schools/colleges and their diversity committees. The plan could also recommend mechanisms to better align and coordinate activities on campus and propose specific resources required to support diversity efforts.

Because diversity is woven into so many aspects of the university, we anticipate that a plan will require ongoing conversations with campus leadership and governance. We look forward to participating in the process and integrating the insights from the HR Design work teams into the campuswide approach.

2. CREATE AND MONITOR MEASURES OF DIVERSITY AND EQUITY

Many of the HR Design recommendations are designed to provide managers with flexibility to respond to changing workforce needs. However, some constituents raised concerns that greater flexibility or discretion by managers could result in unfair treatment of employees and/or compromise diversity. To address these concerns, we propose creating a set of diversity-related metrics for each component of the HR system. These measures will provide transparency and visibility on workforce demographics and the impacts of HR practices at all stages of the employee lifecycle. For example, the metrics could include:

- Demographic profile of our workforce
- Turnover analysis (i.e., do we have retention issues for certain groups?)
- Demographics of employees participating in development opportunities
- Demographics of employees advancing and being promoted
- Diversity and representation in performance-based compensation awards

While the university already has some of these data, the information is not complete nor regularly assembled or analyzed to identify trends across the organization or over time. Having richer and more timely diversity-related data will enable the university to empirically review and improve HR processes.

3. ESTABLISH ACCOUNTABILITIES FOR EMPLOYEE DIVERSITY WITHIN THE OFFICE OF HUMAN RESOURCES

As we transition to a system that allows greater flexibility and responsiveness, we must ensure that our personnel processes remain free from bias and support a diverse workforce. A key element of this, as the Diverse Workforce work team noted, is establishing accountability. We will incorporate specific responsibilities for diversity and equity across all of the functions within OHR, including responsibility for developing and monitoring processes to ensure that they are equitable and creating communications and support mechanisms that are accessible to all members of our community. For example, OHR staff members who focus on compensation will be responsible for establishing and monitoring metrics on pay equity, using data to identify issues and then working with divisions and departments to resolve them.

Accountability will be formalized and integrated into HR performance management and planning. OHR will continue to coordinate and consult with central and college/division diversity partners to improve our approach and align it with evolving campus needs.

4. CONDUCT CAMPUSWIDE EMPLOYEE ENGAGEMENT AND INCLUSION SURVEY

Research in both the public and private sectors has demonstrated that most successful organizations have highly engaged workforces. Employee engagement translates into important outcomes for organizations that include lower employee turnover, better performance and productivity, higher-quality service, and more innovation.

Engagement is also connected to inclusion. Employees who feel excluded from their work organization or culture will often disengage. Many institutions conduct employee surveys to measure engagement and inclusion and identify the practices that are working well and where improvement is needed. This information also serves as a baseline for improving engagement and inclusion.

The vice chancellor for finance and administration (VCFA) recently conducted an employee engagement/inclusion survey with the 12 divisions that report to him. The survey results provided empirical data on current employee engagement issues and also highlighted some of the challenges in collecting this type of survey information.

The VCFA divisions, with the assistance of OHR, are analyzing the results of the survey. This initiative can be the basis for adapting and administering a campuswide survey, including versions that can be completed by employees

Engagement is the feeling of being fully involved in—and enthusiastic about—work. Engaged employees have a heightened connection to their work, the organization and its mission and their co-workers that translates to important outcomes for employers. These include lower employee turnover, better performance and productivity, and more innovation.

with limited access to computers or limited English proficiency. As it did for the VCFA divisions, a campuswide survey can identify areas where the university can improve employee engagement and inclusion, including for specific employee categories, demographic groups or organizational units. The survey will not be used to evaluate the performance of individual managers or units but, instead, to identify where to focus attention and/or resources. The survey will also identify where units are doing well to use as models for other areas

Each of the governance groups will be actively involved in framing the goals and direction of the survey. The decision on when to conduct the survey will be made in 2013.

5. IMPROVE CAMPUS CLIMATE BY BUILDING ON CURRENT EFFORTS TO ENHANCE ONBOARDING

The Diverse Workforce work team concluded that onboarding, programs and services designed to welcome new employees and equip them to succeed, is a critical part of creating a positive culture and promoting inclusion. The team specifically referenced recommendations made in the 2009 UW–Madison Self-Study for Reaccreditation to expand and enhance onboarding. We agree that focusing on onboarding is a strong and tangible way to support diversity and inclusion. The lessons learned from onboarding include identifying the messages that are most meaningful and the activities that are most helpful to the new hire.

OHR, in cooperation with the Office of the Provost and the Office of Quality Improvement, has been piloting a comprehensive onboarding program for deans and other senior executives. OHR is also planning to roll this program out more broadly across the campus with an onboarding toolkit and program for staff in different roles. This onboarding program will expand upon existing employee orientation programs, which already include an orientation to the university mission, vision and values. Onboarding will include an overview of the organization and operations of the university; opportunities to connect with peers and resources; and function-specific training. The program will continue to emphasize inclusion and respect as fundamental expectations of working at UW–Madison.

6. DEVELOP A WORKPLACE FLEXIBILITY TOOLKIT

Workplace flexibility provides employees with the ability to succeed at work while fulfilling personal needs such as family obligations or educational pursuits. The Workplace Flexibility team recognized that, while the university does have a campus policy on flexibility, it is not used as broadly or consistently as possible.

The team identified many types of workplace flexibility related to scheduling, telecommuting and working arrangements. Certainly, operational considerations are an important factor in determining which flexibilities are appropriate for a particular unit, and not all flexibilities will be available to all

employees based on operational needs. Expanding awareness and providing resources, however, could support expanding flexibility. We recommend building on the team's suggestions to develop a toolkit that will highlight the value of flexibility, for the individual employee and the university; and include best practices, resources related to supporting flexibility with technology and techniques for keeping remote employees engaged. The toolkit will be featured in updated manager/supervisor training and the revised OHR website.

DEVELOPING OHR CAPABILITIES

Strategic Plan Components

1. Conduct an OHR organizational assessment.
2. Create a human resources dashboard.
3. Enhance HR communications for employees and managers.

CONTEXT AND CURRENT ISSUES

The Office of Human Resources (OHR) is currently organized around current employee categories and governance structures. Two of the key units in OHR are Classified Human Resources (CHR) and the Academic Personnel Office (APO). These two offices frequently collaborate, and both offices employ HR generalists and specialists who support the HR representatives in the divisions and departments.

Historically, OHR has primarily focused on providing targeted consultation to support division HR staff, monitoring compliance with personnel policies and serving as liaison to the Office of State Employment Relations and UW System Administration. The HR representatives in the divisions and departments provide unit-specific service and expertise to faculty, staff and hiring managers. OHR frequently brings the HR representatives together to share practices and address common issues.

This distributed HR model of UW–Madison is common in major research institutions. It allows HR services to be tailored to the individual needs of each campus unit. Based on policy, local units develop their own approaches to workplace issues such as scheduling, workplace flexibility, market compensation analysis, and even processes such as administering the Family and Medical Leave Act.

The HR Design project recommendations, taken together, suggest a proactive, data-informed approach to serving employees and employers on campus. Delivering on this approach will likely require changing the way UW–Madison HR is organized and operates.

STRATEGIC PLAN COMPONENTS

1. CONDUCT AN OHR ORGANIZATIONAL ASSESSMENT

The scope and breadth of the work teams' recommendations suggest a greater emphasis on OHR's role in hiring and developing talent, providing expert consultation, and managing data and systems to support more sophisticated HR processes and enhanced services. To that end, OHR will conduct an internal organizational assessment to answer questions such as:

- What approach is best to deliver HR services (e.g., generalists serving specific divisions or functions, or specialists in specific HR areas)?
- What centrally provided HR services and expertise should be improved and enhanced?
- Should CHR and APO continue to be separate offices?
- Does OHR have the right staffing and expertise to provide the support that the campus will need in the new HR system?
- Do the divisions have the knowledge and expertise they need to manage their part of the new system?
- What is the optimal balance between centralized and decentralized HR services?

One area in which OHR will need to add expertise is compensation. UW–Madison does not currently have central compensation expertise. Our new compensation approach will require data collection and analysis to keep our salary structures current. OHR must evaluate whether it can meet this need by reallocating resources internally or by hiring staff. This plan also calls for OHR to provide more training and support to the campus. These needs will need to be clearly defined and prioritized as we conduct the OHR organizational assessment.

2. CREATE A HUMAN RESOURCES DASHBOARD

As the work teams developed their recommendations, they frequently called attention to the need for more data to fully understand current and future workforce issues. Data related to human resources is currently organized in multiple systems and repositories. While HRS now provides information about employee compensation and benefits, as well as some information on employee demographics, this information is not regularly synthesized in a way that will identify trends and support decision-making.

The teams identified data gaps such as:

- Retention and advancement (e.g., employee turnover, who is leaving and why, length of time for promotion, internal movement)
- Recruitment process measures (e.g., applicant quality, cost per hire, size and diversity of applicant pools, yield of different recruitment sources, performance of new hires)
- Compensation levels in relation to external markets
- Employee training and development (effectiveness, costs and return on investment)
- Retirement eligibility and projections for non-faculty
- Workforce skill and competency levels
- Performance management (e.g., performance evaluation completion rates, performance levels)
- Utilization of, and satisfaction with, benefits programs

Using these gaps as a basis for action, OHR will develop a dashboard of key measures to help track the effectiveness of university HR practices. These metrics will be used to identify areas in which policies and processes may need to be adjusted to improve effectiveness and achieve the vision of the HR design—and the vision of UW–Madison. We will work with governance groups and other stakeholders to develop the metrics to be used in addressing these gaps.

3. ENHANCE HR COMMUNICATIONS FOR EMPLOYEES AND MANAGERS

Given the complexity of the current university personnel system, including multiple layers of authority (unit, campus, governance, UW System, state government), it is challenging to provide relevant, complete and transparent information to job candidates, employees and even the HR professionals who rely on this information to make decisions. The current OHR website has evolved over time, but is not easy to navigate.

Several of the work teams highlighted the importance of transparency and effective communication on all aspects of the HR system. For example, clear information and communication on benefits is critical to reducing confusion and enabling employees to make the most of the university's benefit programs.

Other areas that the work teams specifically identified include:

- Workplace flexibility policies and options
- Performance management processes and best practices
- Compensation policies, including market definition and salary structures
- Employee development policies and opportunities

As OHR enhances its communication efforts, we recognize that information should be readily accessible and understandable to all members of the university community, including those with limited English proficiency, limited access to computers/internet and accessibility issues due to disabilities.

IMPLEMENTING CHANGE AND CONTINUING OUR DIALOGUE

At its core, the opportunity for the university to create its own “separate and distinct” personnel system creates the foundation for ongoing change. In each HR area, many details will need to be designed and then implemented. As changes to our system occur, we will monitor their impact on both the university workforce and our community. UW–Madison autonomy allows the university to make corrections or adjustments so that the new HR system remains true to the project vision, even as our environment evolves.

The components of this plan require changes to state statutes and administrative code, Board of Regents policy, university policy and processes, and possibly the organization of OHR. Just as important, and perhaps even more challenging, the changes in this plan will require changing our university culture.

As we move forward, we expect that many components of this plan will have their own detailed project plans. We are committed to maintaining the transparency of the HR Design process and content. Communication, collaboration and change management will continue to be hallmarks of our approach.

TIMELINE FOR IMPLEMENTATION

The changes proposed in this document will take several years to fully develop and implement. Given the scope of the proposed changes, the university’s limited resources and the interdependency of some of the recommendations, we recognize the need to sequence the changes.

The system that we are developing will evolve and adapt. Because the university will have authority over our personnel system, we will be able to make adjustments to meet the changing needs of employees and the university. Faculty, academic staff, university staff and students will all be integral to identifying where changes or enhancements are required—and developing solutions.

The roadmap below provides a high-level picture of the primary phases of change in each of the areas described in this plan. As recommendations are reviewed and approved, we will develop more detailed project plans.

Timeline for Implementation			
January 1, 2013	July 1, 2013	Fall 2014	July 1, 2015
<ul style="list-style-type: none"> ▪ Establish university staff governance ▪ Begin development of RFP for title and compensation analysis 	<ul style="list-style-type: none"> ▪ Implement new employee category definitions ▪ Implement university staff appeals process ▪ Implement transitional compensation structure ▪ Implement new performance management policy for all staff ▪ Implement new university staff recruitment and selection process and applicant tracking system ▪ Mobilize for title and total compensation analysis ▪ Begin roll out of expanded manager/ supervisor training program ▪ Roll out onboarding program ▪ Implement HR dashboard 	<ul style="list-style-type: none"> ▪ Implement new title and compensation structure ▪ Evaluate recommendations on benefits (from title and compensation study) 	<ul style="list-style-type: none"> ▪ Implement benefits changes ▪ Report on progress and effectiveness of HR Design initiatives; propose adjustments if necessary

MOVING FORWARD—TOGETHER

UW–Madison has an extraordinary opportunity to tailor its human resources system to the needs of our great university. This is an opportunity—and a challenge—that the project team takes very seriously.

Aided by the efforts of the work teams and the commitment of the campus community to engage in this initiative, we are in a position to succeed. We are in this position because we have relied upon the values that define UW–Madison: the sifting and winnowing of ideas, shared governance and a willingness to lead.

This plan provides an overall framework and direction for the major components of our new HR system. Developing more specific details will require a series of new policies, processes, and programs. Faculty, academic staff and university staff governance will continue to be active participants in making decisions and developing these components of the new HR system.

We must stay true to these values and continue to work together to finish the job. The result will be a human resources system that will help UW–Madison achieve its vision of being a model public university in the 21st century.

APPENDICES

APPENDIX A: FULL TEXT OF WIS. STAT. § 36.115

- (1) In this section, "chancellor" means the chancellor of the University of Wisconsin-Madison.*
- (2) The board shall develop a personnel system that is separate and distinct from the personnel system under ch. 230 for all system employees except system employees assigned to the University of Wisconsin-Madison.*
- (3) The chancellor shall develop a personnel system that is separate and distinct from the personnel system under ch. 230 for all system employees assigned to the University of Wisconsin-Madison.*
- (3m) The board shall set the salary ranges for all of the following positions:*
 - (ae) Each of the vice chancellors who is serving as deputy at the University of Wisconsin System campuses at Eau Claire, Green Bay, La Crosse, Oshkosh, Parkside, Platteville, River Falls, Stevens Point, Stout, Superior, and Whitewater and each of the vice chancellors who is serving as deputy at the University of Wisconsin Colleges and the University of Wisconsin-Extension.*
 - (am) The vice presidents of the University of Wisconsin System.*
 - (ar) The chancellors at the University of Wisconsin System campuses at Eau Claire, Green Bay, La Crosse, Oshkosh, Parkside, Platteville, River Falls, Stevens Point, Stout, Superior, and Whitewater and the chancellors of the University of Wisconsin Colleges and the University of Wisconsin-Extension.*
 - (b) The vice chancellor who is serving as deputy at the University of Wisconsin-Milwaukee.*
 - (bm) The senior vice presidents of the University of Wisconsin System.*
 - (c) The vice chancellor who is serving as deputy at the University of Wisconsin-Madison.*
 - (d) The chancellor at the University of Wisconsin-Milwaukee.*
 - (e) The chancellor at the University of Wisconsin-Madison.*
 - (f) The president of the University of Wisconsin System.*
 - (g) The associate and assistant vice presidents, vice chancellors not identified in pars. (ae), (b), or (c), assistant chancellors, associate and assistant vice chancellors, and administrative directors and associate directors of physical plant, general operations and services, and auxiliary enterprises activities or their equivalent, of each University of Wisconsin institution, the University of Wisconsin-Extension, and the University of Wisconsin System administration.*
- (4) The personnel systems developed under subs. (2) and (3) shall include a civil service system, a grievance procedure that addresses employee terminations, and provisions that address employee discipline and workplace safety. The grievance procedure shall include all of the following elements:*
 - (a) A written document specifying the process that a grievant and an employer must follow.*
 - (b) A hearing before an impartial hearing officer.*
 - (c) An appeal process in which the highest level of appeal is the board.*
- (5)*
 - (a) The personnel systems developed under subs. (2) and (3) shall be implemented on July 1, 2013.*
 - (b) The board may not implement the personnel system developed under sub. (2) unless it has been approved by the joint committee on employment relations.*
 - (c) The chancellor may not implement the personnel system developed under sub. (3) unless it has been approved by the joint committee on employment relations.*
- (6) All system employees holding positions in the classified or unclassified service of the civil service system under ch. 230 on June 30, 2013, shall be included in the personnel systems developed under subs. (2) and (3). System employees holding positions in the classified service on June 30, 2013, who have achieved permanent status in class on that date, shall retain, while serving in the positions in the system, those protections afforded employees in the classified service under ss. 230.34 (1) (a) and 230.44 (1) (c) relating to demotion, suspension, discharge, layoff, or reduction in base pay. Such employees shall also have reinstatement privileges to the classified service as provided under s. 230.31 (1). System employees holding positions in the classified service on June 30, 2013, who have not achieved permanent status in class on that date are eligible to receive the protections, privileges, and rights preserved under this subsection if they successfully complete service equivalent to the probationary period required in the classified service for the positions which they hold on that date. (<https://docs.legis.wisconsin.gov/statutes/statutes/36/115>)*

APPENDIX B: BADGER WORKING GROUP PRINCIPLES

Principles for the UW–Madison Human Resources Design Project

Developed and Approved by the Badger Working Group on October 14, 2011

Adopted and Approved by the UW–Madison HR Design Advisory Committee on November 18, 2011

In the spirit of inclusion, transparency and collaboration, Vice Chancellor for Administration Darrell Bazzell convened a working group to provide guidance in developing a new UW–Madison personnel system. The group, known as the Badger Working Group, comprises representatives of employee and governance groups. Through collaboration, the group developed the following guiding principles for the new personnel system.

Introduction

The purpose of the UW–Madison personnel system is to recruit, develop, retain and advance the best talent in higher education to support UW–Madison's missions as Wisconsin's land grant university and as a world-class research and teaching university. UW–Madison is committed to personnel practices that maximize the development of all its employees. The personnel system will be based on the civil-service concept (applied as appropriate to employee groups), will facilitate achievement of workforce diversity at all levels, and will ensure a positive discrimination-free environment that encourages employees to balance their work and personal lives.

University process for the development of the new personnel system shall:

- Be transparent and collaborative.
- Include regular consultation with the elected governance bodies of the faculty, staff and students; alternative, nonelected groups may not substitute for the formal governance processes.
- Include stakeholder consultation and participation.
- Maintain open communications with UW System, which also will be developing a new personnel system for all system employees except those at UW–Madison.
- Include an examination of other organizations, particularly higher education institutions, with the goal of identifying best practices for UW–Madison.

Guiding principles for the new UW–Madison personnel system

- The system will incorporate, as appropriate, good practices and principles that currently exist in Wisconsin State Statute Chapters 36, 111 and 230, Faculty Policies and Procedures, Academic Staff Policies and Procedures, union contracts, UW System administrative codes and Board of Regents policies. Changes to any existing policies and procedures will follow normal procedures including shared governance processes.
- The system¹ will be based on demonstrated ability or achievement that meets transparent and objective criteria, which will be applied in a non-discriminatory manner. The system also will provide employees with due process to achieve fairness, apply a just-cause standard² when a negative job action is being pursued, protect employees and the personnel system from political interference and influence, and safeguard employees from discrimination. Where applicable, these standards will apply to all employees.
- The system will be integrated, transparent, rational, and more unified.

¹ Act 32 requires that the new personnel system "include a civil service system." Currently, both classified and unclassified employees are covered by the state civil service system. For purposes of the new personnel system, civil service is an employment system that is built on the merit concept. Merit is, for example, hiring, retaining, rewarding, competitively compensating, developing and promoting staff based on qualification to do the work. Seniority may be an element of qualification.

² Although the statutes do not define just cause for this purpose, the term has a well-accepted meaning in employment and labor relations. Just-cause standards have been incorporated into state collective bargaining agreements and in academic staff policies. In short, the standard requires the employer to prove, by a preponderance of the evidence, that each of seven steps has been met. Briefly, the steps are: notice, reasonable rule or expectation, investigation, fair investigation, proof, equal treatment, and appropriate penalty.

APPENDIX C: WORK TEAM MEMBERS

Benefits	Division	Department	Appointed By*
Barb Lanser (Lead)	Office for Equity and Diversity	Office for Equity and Diversity	Project Team
Lindsey Stoddard Cameron (Facilitator)	Office of the Secretary of the Faculty	Office of the Secretary of the Faculty	Project Team
Ann Bourque	Vice Chancellor for Administration	Madison Budget Office	CNCS
Joshua Brazee	Student	Student	ASM
Debra Brunette	University Housing	Human Resources	Project Team
Julie Gau	Office of Human Resources	Budget and Management Services	Project Team
Margy May	Office of Human Resources	Academic Personnel	Project Team
Timothy Miller	Office of Human Resources	Payroll and Benefits Services	LMAC
Michelle Rohde	College of Engineering	Administration	Project Team
Nancy Schmid	School of Medicine and Public Health	Administration	Project Team
Laura Van Toll	College of Agricultural and Life Sciences	International Programs	ASEC
Compensation	Division	Department	Appointed By*
Dan Langer (Lead)	Business Services	Accounting Services	Project Team
Bruce Harville (Facilitator)	Office of Quality Improvement	Office of Quality Improvement	Project Team
Trisha Bauer	Graduate School	Administration	Project Team
Catherine Derubeis	Office of Human Resources	Academic Personnel Office	Project Team
Mary Beth Ellis	College of Letters and Science	Administration	CNCS
Adam Gamoran	College of Letters and Science	Sociology	UC
Mike Imbrogno	Wisconsin Union	Service Centers	LMAC
Arnie Jennerman	University Health Services	Administrative Services	Project Team
Bob Mayville	Division of Information Technology	Application Development and Integration	Project Team
Michael Mirer	Student	Student	ASM
Meghan Owens	Office of Human Resources	Classified Human Resources	Project Team
Andrea Poehling	Office of the Secretary of the Faculty	Office of the Secretary of the Faculty	ASEC
Amber Reiersen	College of Letters and Science	Geography	Project Team
Steve Stern	College of Letters and Science	History	Project Team
Competencies	Division	Department	Appointed By*
James Gray (Lead)	Office of Human Resources	Human Resource Development	Project Team
Elizabeth Fadell (Facilitator)	Office of Quality Improvement	Office of Quality Improvement	Project Team
Karen Aune	University Administration	Chancellor's Office	Project Team
Becky Badimassoud	School of Veterinary Medicine	Administration	Project Team
Sebastian Baxter	College of Agricultural and Life Sciences	Dairy Forage Research Station	LMAC
Brian Esselman	College of Letters and Science	Chemistry	ASM
Alice Halfen	College of Letters and Science	Geography	CNCS
Ron Harris	College of Letters and Science	English	ASEC
Tamara Kowalski	University Police Department	University Police Department	Project Team
Anne Mekschun	Graduate School	Administration	Project Team
Carl Vieth	College of Engineering	Engineering Professional Development	Project Team
Diverse Workforce	Division	Department	Appointed By*
Jennifer Sheridan (Lead)	College of Engineering	Academic Affairs	Project Team
Mary Huddy (Facilitator)	Wisconsin Union	Administration and Marketing	Project Team
Ryan Adserias	Student	Student	ASM

Daña Alder	University Health Services	Campus Community Partnerships	ASEC
Ladera Barnes	School of Medicine and Public Health	Administration	CNCS
Sierra Beckles	Office of Legal Services	Office of Legal Services	Project Team
Ruttanapip (Dang) Chonwerawong	School of Education	Administration	Project Team
Dani Joens-Tuttle	University Housing	Residence Life Administration	Project Team
John Newton	Graduate School	Biotron	LMAC
Phil O'Leary	College of Engineering	Engineering Professional Development	UC
Carmen Romero-Gonzalez	Office of Human Resources	Human Resources Development	Project Team
Bonnie Sundal	Office for Equity and Diversity	Office for Equity and Diversity	Project Team
Employee Categories	Division	Department	Appointed By*
Elizabeth Bolt (Lead)	School of Medicine and Public Health	Administration	Project Team
Darin Harris (Facilitator)	Office of Quality Improvement	Office of Quality Improvement	Project Team
Diana Allaby	College of Letters and Science	Administration	Project Team
Carin Clauss	Law School	Law School	UC
Rosana Ellman	College of Letters and Science	Chemistry	Project Team
Jeanne Hendricks	College of Engineering	Administration	Project Team
Beth Huang	Student	Student	ASM
Jason Jankoski	School of Business	School of Business	Project Team
Russell Kutz	Wisconsin Veterinary Diagnostic Laboratory	Madison Microbiology	LMAC
Jenny Kvistad	Division of Information Technology	Human Resources	Project Team
Meredith Luschen	College of Agricultural and Life Sciences	Wisconsin BioEnergy Initiative	ASEC
Gary Mitchell	School of Medicine and Public Health	Medicine	LMAC
Bethany Pluymers	Law School	Law School	Project Team
David Schuster	Graduate School	Research and Sponsored Programs	LMAC
John Stevenson	College of Letters and Science	UW Survey Center	Project Team
Margaret Tennessen	Wisconsin Union	Administration and Marketing	Project Team
Brian Vaughan	Office of Legal Services	Office of Legal Services	Project Team
Argyle Wade	Student Life	Student Life	Project Team
Debbie Weber	College of Letters and Science	Atmospheric and Oceanic Sciences	CNCS
Holly Weber	Intercollegiate Athletics	General Operations	Project Team
Nancy Westphal-Johnson	College of Letters and Science	Administration	ASEC
Employee Development	Division	Department	Appointed By*
Christine Ray (Lead)	Office of Human Resources	Human Resource Development	Project Team
Linda McNeel (Facilitator)	Office of Human Resources	Human Resource Development	Project Team
Jane Campbell	Division of Information Technology	Human Resources	Project Team
Tina Gislason	College of Agricultural and Life Sciences	Administration	Project Team
Shelia Pink	College of Agricultural and Life Sciences	Animal Science	CNCS
Sue Rueth	School of Medicine and Public Health	Administration	Project Team
Chris Schlichenmaier	Facilities Planning and Management	Occupational Health	LMAC
Mark Schroeder	School of Education	Testing and Evaluation Services	ASEC
Katie Smart	University Housing	Human Resources	Project Team
Karen Soley	University Police Department	University Police Department	Project Team
Jennie Taylor	Office of Human Resources	International Faculty and Staff Services	Project Team
David Thomas	College of Agricultural and Life Sciences	Animal Science	Project Team
Performance Management	Division	Department	Appointed By*
Adam Whitehorse (Lead)	School of Pharmacy	Business Services	Project Team
Amy Climer (Facilitator)	Office of Human Resources	Human Resource Development	Project Team

Maggie Brandenburg	College of Letters and Science	History	CNCS
Barb Bronte	Facilities Planning and Management	Business and Staff Services	Project Team
Renee K. Clodfelter	University Health Services	Human Resources	Project Team
Mary Czyszczak-Lyne	College of Letters and Science	Letters and Science Honors Program	LMAC
Audrey Dikkeboom	Wisconsin Veterinary Diagnostic Laboratory	Madison Virology	Project Team
John Dowling	Office of Legal Services	Office of Legal Services	Project Team
Simon Fondrie-Teitler	Student	Student	ASM
Punam Gupta	Office of Human Resources	Academic Personnel Office	Project Team
Sharon Kahn	College of Letters and Science	Geography	ASEC
Sherry Ray	Office of Human Resources	Employee Assistance	Project Team
Patrick Sheehan	Office of Human Resources	Classified Human Resources	Project Team
Recruitment and Assessment	Division	Department	Appointed By*
Nancy Graff Schultz (Lead)	General Library	Administrative Services	Project team
Amy Climer (Facilitator)	Office of Human Resources	Human Resource Development	Project Team
Cheryl Adams Kadera	College of Letters and Science	Administration	Project Team
Susan Baculik	Office of Human Resources	Classified Human Resources	Project Team
Susan Dahmen	School of Veterinary Medicine	Administration	Project Team
Laura Fisk	School of Medicine and Public Health	Administration	Project Team
Jenny Hackel	Graduate School	Space Science and Engineering Center	ASEC
Rachel Jeris	Office of Legal Services	Office of Legal Services	Project Team
Jennifer Laack	School of Business	Business Outreach	LMAC
Veronica Law	College of Agricultural and Life Sciences	Administrative Services	Project Team
Adin Palau	Office of Human Resources	Office of Human Resources	Project Team
Susanna Rasmussen	Student	Student	ASM
Julia Rielly	University Housing	Human Resources	Project Team
Angie Rosas	Office of Human Resources	Academic Personnel Office	Project Team
Titling	Division	Department	Appointed By*
Tom Hogan (Lead)	Wisconsin Union	Administration and Marketing	Project Team
Kurt Dorschel (Facilitator)	Huron Consulting Group (consultant)		Project Team
Emuye Asfaw	Office of Human Resources	Academic Personnel Office	Project Team
Christi Balas Levenson	College of Engineering	Chemical and Biological Engineering	Project Team
Margaret Harrigan	University Administration	Academic Planning and Analysis	ASEC
Julie Karpelenia	Graduate School	Administration	Project Team
Kim Manner	College of Engineering	Mechanical Engineering	ASEC
Gao Moua	Office of Human Resources	Classified Human Resources	Project Team
Nancy Parkinson	College of Agricultural and Life Sciences	Administration	Project Team
Connie Putland	School of Medicine and Public Health	Administration	Project Team
Coreen Williams	College of Letters and Science	Institute for Research on Poverty	CNCS
Transition and Succession	Division	Department	Appointed By*
Kathleen Smith (Lead)	Business Services	Administration	Project Team
Darin Harris (Facilitator)	Office of Quality Improvement	Office of Quality Improvement	Project Team
Latola Ewers	Student	Student	ASM
Staci Francis	School of Education	General Administration	Project Team
Todd Friske	Division of Information Technology	Application Development and Integration	Project Team
Kelly Marks	Graduate School	Administration	Project Team
Steven Rogers	University Police Department	University Police Department	Project Team

Karen Schwarz	School of Medicine and Public Health	Oncology	ASEC
Patrick Sheehan	Office of Human Resources	Classified Human Resources	Project Team
Deborah Zurbuchen	School of Veterinary Medicine	Surgical Sciences	CNCS
Workplace Flexibility	Division	Department	Appointed By*
Ann Bradshaw (Lead)	Division of Information Technology	Human Resources	Project Team
Tammy Starr (Facilitator)	Office of Human Resources	Budget and Management Services	Project Team
Erin Crawley	Division of International Studies	International Studies and Programs	Project Team
Cynda Demontigny	Wisconsin State Laboratory of Hygiene	Human Resources Office	Project Team
Pat Erickson	General Library	Administrative Services	Project Team
Terry Fritter	School of Medicine and Public Health	Laboratory Animal Resources	LMAC
Kate Lanphear	Office of Human Resources	Classified Human Resources	Project Team
Kim Maday	Office of Human Resources	Academic Personnel Office	Project Team
Pam Majewski	Office of Legal Services	Office of Legal Services	Project Team
Laura Peterson	Facilities Planning and Management	Operation	LMAC
Jennifer Regan	School of Business	Human Resources and Payroll	Project Team
Linda Scholl	Graduate School	Administration	ASEC
Kate Skogen	College of Letters and Science	Zoology	CNCS

* “Appointed By” Key:

ASEC: Academic Staff Executive Committee
ASM: Associated Students of Madison
CNCS : Council for Non-represented Classified Staff
LMAC: Labor Management Advisory Committee
Project Team: HR Design Project Team (primarily self-nominated or nominated by university stakeholders)
UC: University Committee

APPENDIX D: SUPPORT TEAM PARTICIPANTS

Change Management

- Jim Gray, Office of Human Resource Development, Office of Human Resources
- Dan Koetke, Administrative Process Redesign, Vice Chancellor for Administration
- Kathy Konicek, Professional and Technical Education, Division of Information Technology
- Katrina Kopplin, Office of Human Resource Development, Office of Human Resources
- Loren Kuzuhara, Management and Human Resources, Wisconsin School of Business
- Mark Menzel, Marketing and Research, Wisconsin Alumni Association
- Danielle Oakley, Counseling Services, University Health Services
- Steve Pearson, Employee Assistance Office, Office of Human Resources
- Don Schutt, Office of Human Resource Development, Office of Human Resources (Lead)

Collaboration Support Team

- Rob Beattie, Nelson Institute
- Terry Cohn, School of Medicine and Public Health
- Tara Cordes, Facilities, Planning and Management
- Jay Eckleberry, Wisconsin Union
- Elisabeth Graffy, College of Agricultural and Life Sciences (Formerly)
- Elizabeth Jansen, College of Letters and Science
- Katherine Loving, University Health Services
- Meghan Owens, Classified Human Resources, Office of Human Resources
- David Rizzo, Office of Human Resource Development
- Harry Webne-Behrman, Office of Human Resource Development, Office of Human Resources (Lead)

Communications Support Team

- Greg Bump, University Communications and Marketing (Lead)
- Linda Kietzer, University Communications and Marketing

Data Analysis

- Darlene Younger, Office of Human Resources

APPENDIX E: ADVISORY COMMITTEE PARTICIPANTS

- Gary Sandefur, dean of the College of Letters and Science, committee chair
- Melissa Amos-Landgraf, School of Education
- Susan Babcock, College of Engineering, representing the University Committee
- Elizabeth Bolt, School of Medicine and Public Health
- Heather Daniels, Graduate School, representing the Academic Staff Executive Committee
- Carol Hillmer, College of Agricultural and Life Sciences
- Brenda Krueger, University Housing
- Barbara McPherson, College of Engineering
- Kevin Walters, student, representing Associated Students of Madison
- Barbara Peters, University Housing, representing the Labor Management and Advisory Committee
- Lisa Rutherford, Administrative Legal Services
- Dorothy Steele, Facilities, Planning and Management
- Debbie Weber, representing the Council of Non-Represented Classified Staff
- Damon Williams, vice provost and chief diversity officer, Office of the Provost
- Grant Petty, Letters and Sciences, representing University Committee (replaced Susan Babcock)

Ex Officio Members

- Bob Lavigna, Office of Human Resources
- Alice Gustafson, Administrative Process Redesign
- Maury Cotter, Office of Quality Improvement
- Eden Inoway-Ronnie, Office of the Provost
- Luis Pinero, Office of Equity and Diversity
- Al Crist, UW System

APPENDIX F: CAMPUS ENGAGEMENTS COMPLETED TO DATE

TYPE OF EVENT	# OF EVENTS COMPLETED	AUDIENCE
Campuswide engagement sessions	20	3,474
Special sessions with campus groups	43	1,801
Online surveys (campus community responding to specific questions posed by work teams)	8	1,325
Web chats (interactive questions and answers with campus community)	7	1,017
Web polls (campus community response to a single question)	6	2,441
TOTAL	84	10,058

APPENDIX G: SUMMARY OF PROPOSED STATUTORY CHANGES

Statutory Change

Wisconsin state statutes govern both the workings of the university and state employment. As a result, the creation of a separate UW–Madison personnel system requires changes to these statutes. In many cases, these changes are required in order to clarify authority for the new system or to prevent inconsistencies between policy and statute. UW–Madison and UW System Administration are continuing to work together on proposed statutory changes. The Wisconsin Legislative Reference Bureau, which is responsible for bill drafting and publishing, has also provided input on the types of changes that might be required. As the proposed changes are finalized, they will be made available to campus. The final content and language of statutory change will depend on these proposals as well as input from legislators who will need to sponsor them.

The required statutory changes primarily impact Chapters 111, 230, and 36.

Creating Subchapter VI of Chapter 111

Chapter 111 includes labor relations acts that cover municipal, state, and private sectors. These acts identify rights and obligations of employers, employees and employees acting in concert (i.e., unions). Act 32, which authorized the university to create its own “separate and distinct” personnel system” states that the UW–Madison chancellor will be responsible for employer labor-relations functions. As a result, UW–Madison is pursuing a change that would establish within Chapter 111 that the UW–Madison chancellor will represent the state as the employer and be able to act independently with regard to labor relations matters. OSER would no longer have this type of oversight. Incorporating this change in Chapter 111 will provide greater clarity on roles and responsibilities related to labor relations.

Bringing Provisions from Chapter 230 into Regent and University Policy

Wisconsin Chapter 230 currently governs state employment relations. Since the university will have its own personnel system, the subjects of Chapter 230 will now need to be defined in university policy. In general, the Board of Regents will define broad policies which authorize UW–Madison to tailor its own policies and processes. University policy will continue to include several key concepts reflected in Chapter 230, including merit-based hiring, non-discriminatory practices and just-cause standards.

Several of the components of this plan, however, reflect changes to current provisions in Chapter 230. Examples include:

- Employee categories and titles
- Right to return to a position after failed probation
- Layoff provisions
- Job application and examination procedures
- Performance evaluation provisions

Other specific provisions of Chapter 230 will be directly incorporated in university policy. Examples include:

- Current holidays
- Current forms of paid leave (military duty, jury duty, etc.)

Since these subjects will be part of university policy, though, the university will have greater flexibility to change these provisions as the university’s needs change. Faculty, academic staff, university staff and student governance will continue to be directly involved and have primary responsibility for developing their respective personnel policies.

Modifications to Chapter 36

Chapter 36 governs the University of Wisconsin. Act 32 modified Chapter 36 to provide the university authority to create its own personnel system. Since most of the substance of the personnel system will be contained in Board of Regents and university policy, limited changes are needed in Chapter 36. The most significant will be to allow academic staff and faculty to receive compensation based on performance. This change is consistent with the vision and parameters of the project and would promote greater consistency across employee categories.

While Chapter 36 defines university employee categories, we believe that the current definition of academic staff in Chapter 36 is broad enough to accommodate the more specific definition proposed in this plan. The definition of university staff will be incorporated into Board of Regent policy. In the future, the university may pursue changes to this statute, specifically with regard to defining and providing governance to university staff. At this time, however, these changes are not required in order to provide university staff with similar rights to be involved in the development of policies on personnel matters.

APPENDIX H: LIST OF PRIMARY WORK TEAM RECOMMENDATIONS

#	Work Team	Summary Recommendation	Work Team Recommendation Status	Work Team Recommendation Status Explanation
1	Benefits	Cap vacation banking (sabbatical/ALRA) to 6 months.	Decision deferred	Changes impacting vacation and sick-leave accrual will be incorporated into the benefits component of the job title and total compensation analysis.
2	Benefits	Eliminate annual cash-out for classified employees with 200 or more hours/year.	Decision deferred	Changes impacting vacation and sick-leave accrual will be incorporated into the benefits component of the job title and total compensation analysis.
3	Benefits	Shift all employees to a fiscal-year based leave calendar.	Decision deferred	Changes to the leave accrual calendar are deferred pending coordination with UW System.
4	Benefits	Conduct an analysis of benefits for trades employees.	Decision deferred	Changes impacting vacation and sick-leave accrual will be incorporated into the benefits component of the job title and total compensation analysis.
5	Benefits	Combine personal holiday with vacation.	Decision deferred	Changes impacting vacation and sick-leave accrual will be incorporated into the benefits component of the job title and total compensation analysis.
6	Benefits	Create a sick-leave accrual schedule that is common to all eligible employee categories.	Decision deferred	Changes impacting vacation and sick-leave accrual will be incorporated into the benefits component of the job title and total compensation analysis.
7	Benefits	Create a new paid bereavement leave benefit that is common to all eligible employee categories.	Decision deferred	Changes impacting vacation and sick-leave accrual will be incorporated into the benefits component of the job title and total compensation analysis.

#	Work Team	Summary Recommendation	Work Team Recommendation Status	Work Team Recommendation Status Explanation
8	Benefits	Provide university staff with “day one” coverage for employer-paid share of health insurance.	Accepted	UW-Madison will pursue the necessary statutory changes to allow the university share of health insurance for new classified employees beginning with the first month of coverage instead of effective with the third month.
9	Benefits	Provide some type of health care premium relief for low-income employees.	Decision deferred	The costs of health care will be considered as part of the analysis of compensation and benefits.
10	Benefits	Offer same income continuation (ICI) benefits to all employees.	Accepted	Proposed changes to ICI be referred to UW System Fringe Benefits Advisory Committee.
11	Benefits	Secure improvements to state ICI or provide a supplemental wage insurance option.	Accepted	Proposed changes to ICI will be referred to UW System Fringe Benefits Advisory Committee and will require statutory change.
12	Benefits	Provide tuition assistance as a benefit for employees (centrally funded and administered).	Decision deferred	Tuition assistance benefits will be reevaluated after the title and total compensation analysis.
13	Benefits	Provide benefits portability between UWSA campuses and UW–Madison.	Accepted	Portability is incorporated into the benefits components of the plan.
14	Benefits	Maintain other types of leave currently provided in statute (e.g., jury leave, military leave).	Accepted	These will be incorporated into university policy effective July 1, 2013.
15	Benefits	Create a vacation accrual schedule that is common to all eligible employee categories.	Decision deferred	Changes impacting vacation and sick-leave accrual will be incorporated into the benefits component of the title and total compensation analysis.

#	Work Team	Summary Recommendation	Work Team Recommendation Status	Work Team Recommendation Status Explanation
16	Benefits	Create a stepped vacation accrual schedule (i.e., provides more leave based on length of service).	Decision deferred	Changes impacting vacation and sick-leave accrual will be incorporated into the benefits component of the title and total compensation analysis.
17	Benefits	Provide a period of paid parental leave following birth or adoption.	Decision deferred	Changes impacting vacation and sick-leave accrual will be incorporated into the benefits component of the title and total compensation analysis.
18	Benefits	Maintain current holidays and add day after Thanksgiving.	Not accepted	Plan does not call for any changes to current holidays.
19	Benefits	Provide 16.25 days/year sick-leave to all eligible employees (increase of 4.25 days/year for unclassified employees).	Decision deferred	Changes impacting vacation and sick-leave accrual will be incorporated into the benefits component of the title and total compensation analysis.
20	Benefits	Report use of leave in 15-minute increments (non-exempt employees) or 60-minute increments (exempt employees).	Decision deferred	Technical changes to leave reporting will be assessed and coordinated with UWSA.
21	Benefits	Regularly assess employee satisfaction with benefits.	Accepted	We will survey employees on their satisfaction with benefits
22	Benefits	Limit employees' vacation carryover to 80 hours of vacation over for one year.	Decision deferred	Changes impacting vacation and sick-leave accrual will be incorporated into the benefits component of the job title and total compensation analysis.
23	Benefits	Combine sabbatical/ALRA into one program (same for all eligible employees).	Decision deferred	Changes impacting vacation and sick-leave accrual will be incorporated into the benefits component of the job title and total compensation analysis.

#	Work Team	Summary Recommendation	Work Team Recommendation Status	Work Team Recommendation Status Explanation
24	Benefits	Create an unpaid leave policy that is common to all eligible employee categories.	Accepted	These will be incorporated into university policy after July 1, 2013.
25	Benefits	Create new, centrally administered leave sharing program (catastrophic leave donation).	Accepted	Incorporated into the benefits "quick wins."
26	Benefits	Streamline supplemental insurance (life insurance) programs.	Accepted	Will be referred to UW System Fringe Benefits Advisory Committee.
27	Benefits	Preserve benefits that employees value, including the Supplemental Health Insurance conversion Credit (SHICC).	Accepted	UW–Madison agrees that SHICC is critically-important.
28	Benefits	Expand “life enhancers,” including community service; a wellness program; childcare, dependent care and elder care referrals; parking and transportation; and discounted services.	Accepted – with modifications	We will explore these options, assess their costs and decide which will deliver the greatest value to our campus.
29	Benefits	Allow all employees to use leave from date of hire with supervisor approval.	Accepted	Allowing use of vacation from time of hire is incorporated into the benefits "quick wins."
30	Benefits	Advocate at the federal level to end "imputed income" for domestic partner health insurance.	Accepted	This recommendation will be referred to UW - Madison Government Relations.
31	Benefits	Advocate to protect WRS retirement and defined benefits	Accepted	This recommendation will be referred to UW - Madison Government Relations.
32	Benefits	Develop reliable benefits metrics.	Accepted	Benefits metrics will be incorporated into the HR metrics and dashboard.
33	Benefits	Increase awareness of benefits program.	Accepted	Improved benefits communications will be part of the enhancement of HR communications.
34	Compensation	Establish central compensation function/ expertise.	Accepted	OHR will need to add this expertise.
35	Compensation	Create a compensation advisory committee.	Accepted	Compensation advisory function will be provided by governance, including university staff governance.

#	Work Team	Summary Recommendation	Work Team Recommendation Status	Work Team Recommendation Status Explanation
36	Compensation	Eliminate overtime for exempt personnel.	Accepted -- with modifications	Eliminating overtime for exempt positions, with provisions for exceptions (e.g., for supervisory public safety employees) is part of the transitional structure. In place of overtime, the university should provide alternative special pay mechanisms to recognize extraordinary effort, project accomplishment and/or other significant contributions.
37	Compensation	Continue policy of paying living wage for all non-student positions.	Accepted	UW–Madison will continue its commitment to providing a living wage. The salaries of all university (now classified) staff currently below living wage due to state compensation structure limitations will be raised to the living wage effective July 1, 2013.
38	Compensation	Develop a compensation philosophy in which market analysis is used to inform ranges/minima.	Accepted – with modifications	Internal equity and market will be factors in determining salary structures.
39	Compensation	Develop a compensation philosophy in which performance can be used as a factor for all employee types.	Accepted	Performance may be a factor in determining individual salary adjustments.
40	Compensation	Modify state statute to include pay for performance.	Accepted	UW–Madison will pursue the necessary statutory changes to allow faculty and staff to be rewarded for performance.
41	Compensation	Define a set of markets for different jobs.	Decision deferred	Markets will be defined in the course of the title and total compensation analysis.

#	Work Team	Summary Recommendation	Work Team Recommendation Status	Work Team Recommendation Status Explanation
42	Compensation	Allow managers flexibility to hire within a salary range.	Accepted	Both the transitional and the future compensation structure will allow flexibility within defined parameters.
43	Compensation	Define accountability for compensation decisions/processes (compensation accountability matrix).	Accepted	This will be defined through 1) OHR and division guidance and training and 2) the job title and total compensation analysis.
44	Compensation	Evaluate pay ranges on a regular basis.	Accepted	The job title and total compensation analysis study will also define processes and cycles for evaluating compensation structures.
45	Compensation	Make market definition and data transparent.	Accepted	OHR will clearly identify how markets are defined for different jobs on campus and what data sources are used in compensation analysis.
46	Compensation	Continue to structure salaries in ranges for jobs that currently have ranges.	Decision deferred	This will be part of the transitional compensation program for university staff and the compensation design deliverable that comes out of the job title and total compensation analysis.
47	Compensation	Allow mechanisms for pay progression based on a variety of factors (market, equity, performance, promotion, cost of living).	Accepted	The compensation components of the plan allow for all of these factors. Transitional and future pay structures will allow adjustments based on all of these reasons.
48	Compensation	Include student assistants in a compensation analysis.	Accepted	Student assistants and student hourly employees are in the scope of the title and total compensation analysis.

#	Work Team	Summary Recommendation	Work Team Recommendation Status	Work Team Recommendation Status Explanation
49	Competencies	Develop a set of core competencies applicable to all employees.	Accepted – with modifications	Competencies will be piloted with HR professionals first followed by managers/supervisors .
50	Competencies	Develop a set of competencies for specific roles (e.g., manager/supervisor, leadership, etc.).	Accepted – with modifications	Competencies will be piloted with HR professionals and then managers/supervisors .
51	Competencies	Implement competencies as basis for recruitment and assessment.	Accepted – with modifications	The application of competencies will be evaluated in the competency pilots.
52	Competencies	Implement competencies as a basis for employee development.	Accepted – with modifications	The application of competencies will be evaluated in the competency pilots.
53	Competencies	Implement competencies as a basis for performance management.	Accepted – with modifications	The application of competencies will be evaluated in the competency pilots.
54	Competencies	Implement specific competencies to support workforce diversity	Accepted – with modifications	The application of competencies will be evaluated in the competency pilots.
55	Competencies	Implement competencies as a basis for job design.	Accepted – with modifications	The application of competencies will be evaluated in the competency pilots.
56	Diverse Workforce	Hold employees accountable for diversity.	Accepted	The diversity plan will identify approaches to incorporating accountability for diversity across campus jobs and roles.
57	Diverse Workforce	Expand and promote campus resources that provide diversity- and equity-related training and expertise.	Accepted	Recommendations related to strategy, resources and accountability for diversity will be reviewed with the Office for Equity, Diversity & Educational Achievement.

#	Work Team	Summary Recommendation	Work Team Recommendation Status	Work Team Recommendation Status Explanation
58	Diverse Workforce	Create a university function to monitor and be accountable for employee diversity.	Accepted	Recommendations related to strategy, resources and accountability for diversity will be reviewed with the Office for Equity, Diversity & Educational Achievement.
59	Diverse Workforce	Hold managers accountable for diversity.	Accepted	Creating a campus wide diversity plan that includes diversity metrics will be initial steps to holding managers accountable.
60	Diverse Workforce	Conduct a campus climate / engagement survey.	Accepted	An expansion of the VCFA employee engagement survey is a component of the plan.
61	Diverse Workforce	Expand resources to support equity/diversity.	Decision deferred	Recommendations related to strategy, resources and accountability for diversity will be reviewed with the Office for Equity, Diversity & Educational Achievement.
62	Diverse Workforce	Assert leadership responsibility to provide a coordinated and systematic effort to improve the diversity and climate of the workforce. This effort could include a campuswide plan with goals and metrics, a reporting system that ensures accountability, a messaging campaign that permeates all levels of the organization, leadership in implementing climate-related recommendations, and more.	Accepted	Recommendations related to diversity strategy, planning, metrics, resources and accountability for diversity will be reviewed with the Office for Equity, Diversity & Educational Achievement.

#	Work Team	Summary Recommendation	Work Team Recommendation Status	Work Team Recommendation Status Explanation
63	Diverse Workforce	Hold employees accountable for treating their co-workers with respect and consideration, and valuing their contributions to the workplace.	Accepted	The project team supports this recommendation and will continue to identify ways to support it through training, communication, and job feedback. The engagement survey will also collect employee perception data on these issues.
64	Diverse Workforce	Hold managers, supervisors, directors, and PIs accountable for ensuring positive climate in their units.	Accepted	The project team supports this recommendation and will continue to identify ways to support it through training, communication, and job feedback. The engagement survey will also collect employee perception data on these issues areas
65	Diverse Workforce	Implement recommendations in 2009 reaccreditation report regarding diversity/inclusion.	Accepted	Key recommendations about onboarding prioritized as a component of the plan.
66	Diverse Workforce	Ensure that new employees at UW-Madison are appropriately welcomed into their new units (e.g., implement recommendations provided in the 2009 Reaccreditation report).	Accepted	Onboarding is prioritized as a component of the plan.
67	Employee Categories	Move FLSA exempt classified staff to academic staff and create new category of "university staff" for non-exempt classified employees.	Accepted	The new definitions of employee categories follow this model.
68	Employee Categories	Provide statutory governance for university staff (classified non-exempt staff).	Accepted – with modifications	Governance will be provided through policy with the option to reevaluate statutory governance in the future.
69	Employee Categories	Establish job families (functional groupings of jobs, such as IT, Facilities, Finance, etc.).	Decision deferred	To be determined as part of the job title and total compensation analysis.

#	Work Team	Summary Recommendation	Work Team Recommendation Status	Work Team Recommendation Status Explanation
70	Employee Development	Create an employee benefit that offers tuition assistance for any class(es) at an accredited institution of higher education regardless of job-relatedness.	Decision deferred	Tuition assistance benefits will be reevaluated after the title, compensation, and benefits analysis.
71	Employee Development	Offer one university-level, centrally managed source of funds to supplement department funds for training and development.	Decision deferred	Centrally managed funding does exist. As we gain greater understanding of the training needs of the campus, we will quantify the need for additional funding.
72	Employee Development	Require supervisors (including faculty) to attend introductory and refresher supervisory trainings.	Accepted – with modification	Office of Human Resources is taking the lead on expanding current programs and developing new programs for managers and supervisors. Some elements of these programs will be required.
73	Employee Development	Recognize OHR/OHRD as the central unit for communicating employee development information, providing and coordinating resources, and maintaining a single record of each employee's training and development.	Accepted – with modifications	OHR will continue to communicate about employee training and track attendance but will collaborate with division training initiatives
74	Employee Development	Hold supervisors accountable for taking an active role in assisting and reviewing their employees' development.	Accepted	Manager and supervisor training will emphasize their role in employee development.
75	Employee Development	Maintain the responsibility of departments to support job-required trainings, including paying for the activities as well as providing schedule flexibility.	Accepted	Departments will continue to have primary responsibility for supporting employee development.
76	Employee Development	Require all units to create and periodically review an onboarding plan for all employees	Accepted	Onboarding is prioritized as a component of the plan.
77	Employee Development	Create tools and support for campus units to develop and maintain a college/division/department-specific mentoring program.	Accepted	The project team supports mentorship and will continue to identify specific ways to promote it on campus.

#	Work Team	Summary Recommendation	Work Team Recommendation Status	Work Team Recommendation Status Explanation
78	Employee Development	Coordinate training and development opportunities to support the implementation of outcomes of the HR Design project.	Accepted	Training related to HR Design will be a key aspect of ongoing change management related to the new HR system.
79	Employee Development	Coordinate and communicate non-classroom learning opportunities.	Accepted	Improved employee development communications will be part of the enhancement of HR communications.
80	Employee Development	Create or enhance central campus technology/systems to support employee development communication and programming.	Accepted	Evaluation of new systems will be part of ongoing operational improvements in OHR.
81	Employee Development	Use HRS to identify new managers and supervisors.	Accepted	OHR will work with HRS to identify new managers and supervisors.
82	Employee Development	Use HRS to identify and track the employee/supervisor reporting structure.	Accepted	Development of the HR dashboard and metrics will consider the types of data and reporting required to support employee development planning.
83	Employee Development	Create technology to link competencies (knowledge, skills, abilities, and mindsets) to training and development activities.	Decision deferred	At training programs are developed and competency programs piloted, OHR will consider the tools needed to support these programs.
84	Employee Development	Replace or enhance "My Professional Development" application.	Decision deferred	Evaluation of online systems will be part of ongoing operational improvements in OHR.
85	Employee Development	Implement technology to support a campus-wide mentor matching program.	Decision deferred	Evaluation of new systems will be part of ongoing operational improvements in OHR.

#	Work Team	Summary Recommendation	Work Team Recommendation Status	Work Team Recommendation Status Explanation
86	Employee Development	University leadership should demonstrate support and set an expectation of continual employee development.	Accepted	University leadership is committed to employee development, and opportunities to enhance it will continue to be incorporated into future campus and OHR planning.
87	Employee Development	Implement consistent policies, guidelines and practices in regard to employee development throughout the university.	Decision deferred	Policies related to employee development will continue to evolve with participation of governance groups.
88	Employee Development	Require employee development be a component of performance management reflected in documentation, planning and regular performance evaluations.	Accepted	Employee development will be part of the performance management toolkit and incorporated into the regular cycle of goal setting and feedback.
89	Employee Development	Replace current policies regarding training and development/tuition reimbursement with a single consistent policy that addresses administration of job and career-related development.	Accepted	Policies related to university staff development and tuition reimbursement will be developed with the goal of greater consistency with other employee categories.
90	Employee Development	Conduct a formal review of current supervisor training and enhance training to fill identified gaps.	Accepted	OHR is taking the lead on developing new programs and strategies for employee development.
91	Employee Development	Conduct periodic campuswide assessments to identify underserved groups to determine program enhancements.	Accepted	OHR is taking the lead on developing new programs and strategies for employee development.
92	Employee Development	Conduct periodic campuswide needs assessments and enhance/adjust programming.	Accepted	OHR is taking the lead on developing new programs and strategies for employee development.

#	Work Team	Summary Recommendation	Work Team Recommendation Status	Work Team Recommendation Status Explanation
93	Employee Development	Create centralized training and/or a repository of resources to address diversity- and equity-related topics.	Deferred	Recommendations related to strategy, resources and accountability for diversity will be reviewed with the Office for Equity and Diversity
94	Employee Development	Create versions of introductory supervisor training that meet the needs of different categories of supervisors.	Accepted	OHR is taking the lead on developing new programs for managers and supervisors that will reflect their varying needs.
95	Employee Development	Create tools to educate employees about employee development.	Accepted	Improved employee development communications will be part of the enhancement of HR communications.
96	Employee Development	Offer tools and programming to educate, plan, and implement onboarding.	Accepted	Onboarding is prioritized as a component of the plan.
97	Employee Development	Encourage employees to take an active role in their development planning and goal setting.	Accepted	Development and goal setting will be an important component of the performance management cycle and toolkit.
98	Employee Development	Increase understanding of unit-level HR personnel regarding employee development resources and related policies/guidelines.	Accepted	Improved employee development communications will be part of the enhancement of HR communications.
99	Employee Development	Increase training and communication regarding employee development policies/guidelines.	Accepted	Improved employee development communications will be part of the enhancement of HR communications.
100	Employee Development	Continue the practice of free training opportunities.	Accepted	OHR will continue to provide free training opportunities.
101	Employee Development	Provide clear, consistent, and comprehensive communication regarding employee development.	Accepted	Improved employee development communications will be part of the enhancement of HR communications.

#	Work Team	Summary Recommendation	Work Team Recommendation Status	Work Team Recommendation Status Explanation
102	Employee Development	Change the name of OHRD to Office of Employee Training and Development.	Decision Deferred	Changes to the organization and naming of functions within OHR will be part of the OHR organizational assessment.
103	Employee Development	Revise the OHRD website so that all campus training and development opportunities are easy to identify and locate.	Accepted	Improved employee development communications, including website enhancements, will be part of the enhancement of HR communications.
104	Employee Development	Use consistent descriptions for training and development opportunities that clearly identify the appropriate audience, program content, delivery method, instructor, contact information, fees and learning objectives/competencies.	Accepted	Improved employee development communications will be part of the enhancement of HR communications.
105	Employee Development	Communicate how to request training services for school/division/unit.	Accepted	Improved employee development communications will be part of the enhancement of HR communications.
106	Employee Development	Provide information to employees and supervisors regarding employee development in multiple languages and formats (printed/electronic).	Accepted	Improved employee development communications will be part of the enhancement of HR communications.
107	Employee Development	Offer career counseling to assist employees in finding adequate and appropriate development activities, and facilitates mentor-matching (OHRD responsibility).	Decision deferred	Career counseling activities will be considered as part of the OHR organizational assessment. Resource requirements will be a consideration.
108	Employee Development	Offer key courses in a variety of ways (multilingual, online, various locations and times).	Accepted	OHR will continue to evaluate ways to reach a broader audience through improved communication.
109	Employee Development	Expand programs for manager/supervisor development.	Accepted	OHR is taking the lead on developing new programs and strategies for managers and supervisors.

#	Work Team	Summary Recommendation	Work Team Recommendation Status	Work Team Recommendation Status Explanation
110	Performance Management	Set expectation for every UW–Madison employee to discuss and receive performance feedback, communicate shared goals and development opportunities as a partnership with supervisors, including faculty with supervisory responsibilities.	Accepted	This will be part of the base guidelines for the new performance management policy.
111	Performance Management	Require all supervisors (including faculty) to participate in performance management regardless of the employee classification they manage or direct.	Accepted	Training programs for managers and supervisors will be expanded and some components will be required.
112	Performance Management	Create consistent corrective action, discipline, and appeals processes for all staff.	Accepted	Discipline and appeals processes for university staff will be reviewed with university staff governance.
113	Performance Management	Require comprehensive performance management training for all supervisors (including faculty).	Accepted	Performance management training will be required.
114	Performance Management	Secure support from campus leadership, governance groups, and other stakeholders to implement a consistent, timely, and required performance review process.	Accepted	This support will be developed as OHR develops more consistent performance management practices and formalizes them in policy.
115	Performance Management	Develop a performance management toolkit to help support the evaluation process and create a climate and environment for employee success.	Accepted	A performance management toolkit is a component of this plan.
116	Recruitment and Assessment	Implement an online recruitment tool.	Accepted	A new applicant tracking and management system is a component of the plan.
117	Recruitment and Assessment	Eliminate registers and certified lists.	Accepted	New recruitment and selection tools are a component of the plan
118	Recruitment and Assessment	Provide a direct-hire process that can be used for all job types with specific parameters and review for impact on diversity.	Accepted	Direct-hire process is a component of the plan.
119	Recruitment and Assessment	Provide an internal recruitment process for all non-faculty employee categories (i.e., internal competition). Would include temporary workers to apply and compete.	Accepted	Internal hire is a component of the plan.
120	Recruitment and Assessment	Develop an assessment toolkit and guidelines.	Accepted	A recruitment and selection toolkit is a component of the plan.

#	Work Team	Summary Recommendation	Work Team Recommendation Status	Work Team Recommendation Status Explanation
121	Recruitment and Assessment	Develop a recruitment toolkit and guidelines.	Accepted	A recruitment and selection toolkit is a component of the plan.
122	Recruitment and Assessment	Provide additional training for assessment.	Accepted	Training will be provided to support recruitment and selection.
123	Titles	Conduct a job classification study.	Accepted	A title and total compensation analysis is a key component of the plan.
124	Titles	Develop a system of titles and levels that facilitates progression.	Decision deferred	This objective will be incorporated into the job title and total compensation analysis.
125	Titles	Develop a consistent set of levels which may be applied to all titles as needed.	Decision deferred	Objectives related to a new job title system will be incorporated into the title and total compensation analysis.
126	Titles	Simplify and consolidate titles where jobs are substantially similar, even if those jobs cross current or future employee categories.	Decision deferred	This objective will be incorporated into the job title and total compensation analysis.
127	Titles	Perform a job classification study structured around functional areas ("job families"), not existing employee categories.	Decision deferred	Objectives related to a new title system will be incorporated into the job title and total compensation analysis.
128	Titles	Consolidate titles where jobs are substantially similar, in particular, across unclassified/classified.	Decision deferred	This objective will be incorporated into the job title and total compensation analysis.
129	Titles	Processes, roles, and responsibilities related to job classification should be clearly defined and communicated.	Accepted	This will be defined through 1) OHR and division guidance and training and 2) the job title and total compensation analysis.
130	Transition and Succession	Establish standards across employee categories for addressing performance issues (communicating issues and allowing time to address issues).	Accepted	Performance management policies for university staff will be developed with university staff governance.

#	Work Team	Summary Recommendation	Work Team Recommendation Status	Work Team Recommendation Status Explanation
131	Transition and Succession	Eliminate requirement that employees who transfer and fail probation in their new jobs must be allowed to return to their previous jobs. Allow the former supervisor to re-hire the employee at their discretion.	Accepted – with modifications	Allowing the right to return for 30 days is a component of this plan.
132	Transition and Succession	For all new permanent appointments, require a minimum probationary period to determine if the employee has the skills, competencies and qualifications to successfully perform the job.	Accepted – with modifications	Minimum probation periods are a component of this plan. For employees who transfer, employees can waive probation.
133	Transition and Succession	Identify "operational unit" for every position. Operational unit, not college/school/division, will define the layoff group.	Accepted	Operational units will be defined at time of appointment for all positions.
134	Transition and Succession	Employees do not have a right of appeal for a failed probationary period.	Accepted	This is the current policy and will be continued in the new system.
135	Transition and Succession	Eliminate mandatory re-hire of laid-off employees (i.e., current classified).	Accepted – with modifications	Nonexempt employees who are laid off will have mandatory re-hire rights for one year in the division and title from which they were laid off. The university will also provide the right to an interview in the same title in other divisions and placement support for laid-off employees.
136	Transition and Succession	Expand the use of permanent/indefinite appointments for academic staff (consistent with current classified permanent concept).	Not accepted	There is no change to current academic staff appointment types and usage.
137	Transition and Succession	Establish a layoff policy that is consistent across employee categories (minimum 30 day notice).	Not accepted	Layoff policies between academic and university staff will remain different. Layoff notification for university staff will be increased to 60 days.
138	Transition and Succession	Develop an electronic referral system to serve all permanent academic staff and permanent classified employees who are laid off due to funding loss or program redirection.	Decision deferred	Evaluation of new systems will be part of ongoing operational improvements in OHR.

#	Work Team	Summary Recommendation	Work Team Recommendation Status	Work Team Recommendation Status Explanation
139	Transition and Succession	Streamline and automate the process for requesting emeritus status for all employees who meet the following criteria: attained permanent status, eligible to activate annuities from the Wisconsin Retirement System, and have ten or more years of continuous service.	Decision Deferred	This process will be considered as part of ongoing process improvement in OHR.
140	Transition and Succession	As appropriate, increase the number of emeritus status recommendations as a way to encourage employees to maintain a connection to UW–Madison after their retirement.	Decision Deferred	This process will be considered as part of ongoing process improvement in OHR.
141	Transition and Succession	Promote a climate that encourages openness and acceptance of retirement plans not only for the benefit of the retiring employee, but also for campus employees.	Accepted	This will be a component of the enhanced manager / supervisor training.
142	Transition and Succession	Maintain the right for academic staff or classified permanent employees who have been laid-off to apply for any posted position at UW–Madison. The employer must consider the laid-off employee before other applicants.	Accepted	Nonexempt employees who are laid off will have mandatory re-hire rights for one year in the division and title from which they were laid off. The university will also provide the right to an interview in the same title in other divisions and placement support for laid-off employees. No change for academic staff.
143	Transition and Succession	Allow any eligible former employee who returns to UW–Madison for five years after separation to retain his/her accumulated sick leave and adjusted continuous seniority date (provided they have not separated from the Wisconsin Retirement System).	Accepted	This currently applies to classified staff and will be continued for university staff. Currently, academic staff and faculty only have three years in which to return. This will be changed to five years in the new system.
144	Transition and Succession	Establish length of the probationary period prior to the recruitment announcement and by position, not person. Make probationary periods consistent across campus among position types with similar duties (see recommended probationary periods below).	Accepted	University staff will have a minimum 6-month probationary period and academic staff will have a 12-month probationary period.

#	Work Team	Summary Recommendation	Work Team Recommendation Status	Work Team Recommendation Status Explanation
145	Transition and Succession	Develop a process for extending probation and a process for waiving probation. Require that probations not be waived before 6 months or extended past 12 months without a documented justification.	Accepted – with modification	Mechanisms for extending and waiving probation will be defined in policy, but will not change current provisions in the <i>Academic Staff Policies and Procedures</i> .
146	Transition and Succession	Do not require a new probationary period for a change in title due to logical and gradual progression of duties.	Accepted	Probationary periods will not be required for logical and gradual progression of duties. These progressions will be defined as part of the title and total compensation analysis.
147	Transition and Succession	Provide five years of reinstatement eligibility to employees who have passed original permanent probation, but do not pass a future probation.	Not accepted	Any permanent employee will be eligible for internal recruitment for any posted position at UW-Madison for five years after voluntary separation.
148	Transition and Succession	Explore the ability to offer one-time financial retirement incentives to employees who are eligible or close to retirement.	Not Accepted	These incentives are not permitted by the Wisconsin Retirement System.
149	Transition and Succession	Explore the ability to offer voluntary phased retirement or other flexible retirement options to leverage the skills and expertise of valued employees near the end of their careers and consider more ways for these university members to continue contributing to the work of the institution.	Not accepted	These incentives are not permitted by the Wisconsin Retirement System.
150	Transition and Succession	Periodically review privileges retained after retirement to stay in line with other large public research universities.	Accepted	OHR will periodically review these privileges.
151	Transition and Succession	Develop and encourage succession planning across campus.	Accepted	OHR will continue to find ways to support succession planning through training, workforce analysis, and tool development.
152	Transition and Succession	Provide a variety of educational and informational opportunities related to retirement planning throughout an employee's career at UW–Madison.	Accepted	Additional communication related to retirement and planning will be part of enhanced HR communications.

#	Work Team	Summary Recommendation	Work Team Recommendation Status	Work Team Recommendation Status Explanation
153	Workplace Flexibilities	Establish a panel of unbiased mediators to determine appropriate use of workplace flexibility.	Not accepted	OHR will expand information and tools available to support workplace flexibility, but there will not be a panel of mediators. Instead, employees can use existing means to resolve disagreements (e.g., ombuds, grievance process).
154	Workplace Flexibilities	Expand campus resource to answer questions regarding workplace flexibility.	Accepted	Improved communications regarding workplace flexibility will be part of the enhancement of HR communications.
155	Workplace Flexibilities	Create comprehensive communication regarding workplace flexibility (policies, options).	Accepted	Improved communications regarding workplace flexibility will be part of the enhancement of HR communications.

APPENDIX I: CURRENT EMPLOYEE CATEGORIES

Category	Current Definition
Faculty	Employees who hold the rank of professor, associate professor, assistant professor or instructor in an academic department or its functional equivalent in an institution.
Academic Staff	Professional and administrative employees with duties that are primarily associated with higher education institutions or their administration (Wis. Stat. § 36.05).
Classified Staff	All employees of the university system other than faculty, academic staff, employees in training, student assistants, and student hourly employees. Classified staff are currently part of the state civil service system.
Limited	Limited appointments are special appointments to designated administrative positions and are made for employees involved directly in formulating, interpreting, and monitoring policies and/or major programs. Limited appointees serve at the pleasure of the authorized official who made the appointment, and usually do not have a set period of time. A minimum of a bachelor's degree is required for limited positions.
Student Hourly	Student hourly employees are comprised of students who provide part-time and/or temporary administrative, clerical, laborer, technical or other general support to UW–Madison faculty and staff, and meet the eligibility requirements below. Student hourly positions are not the primary purpose for the student to be on campus.
Student Assistant	<p>Titles in the student assistant title group are used for graduate students who: hold a fellowship, scholarship or traineeship (e.g. Fellow) hold an appointment which is intended primarily to further the education and training of the student (e.g. Research Assistant); are employed to assist with research, training or other academic programs or projects (e.g. Teaching Assistant, Program/Project Assistant); and/or have been assigned teaching responsibilities in an instructional department under the supervision of a faculty member. In addition, Student Assistant titles (Undergraduate Assistant) are available to undergraduate students when: no qualified graduate student is available to perform a function that would normally be assigned to graduate Student Assistants; or when the terms of a supporting grant or contract preclude the use of other normally appropriate titles.</p> <p>Some examples of Student Assistant titles are Fellow, Teaching Assistant, Program Assistant, Project Assistant, Research Assistant and Undergraduate Assistant. The assignment of Student Assistant titles is delegated to the chancellor with the expectation that assignments will be in compliance with system wide definitions and/or collective bargaining agreements (when applicable).</p>
Employee-in-Training	Persons holding a title in the employee-in-training title group are normally acquiring additional training or experience in their field of specialization. Two examples of Employees-in-Training titles are Postdoctoral Fellow and Postgraduate Trainee.

APPENDIX J: COMPARISON UNIVERSITIES

The HR Design project team reviewed HR practices at the 19 major research universities listed below. We conducted detailed interviews with the ten institutions shown with a *.

Duke University*
Indiana University
Johns Hopkins University*
Michigan State University
Northwestern University*
Pennsylvania State University
Purdue University
Stanford University*
The Ohio State University
University of Chicago
University of Florida
University of Illinois
University of Iowa*
University of Michigan*
University of Minnesota*
University of Nebraska-Lincoln*
University of Texas-Austin*
University of Virginia*
University of Washington